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ABSTRACT

Part Two of the College Student Questionnaire (CSQ) developed by the Educational Testing Service is for students who have been in college and measures satisfaction with various aspects of college life. CSQ-II was administered during the spring 1976 semester to a sample of seniors, with 479 students representing all sectors of the senior class responding. Results are presented in three sections: demographic characteristics, academic characteristics, and future plans. The discussion of demographic characteristics includes factual information usually associated with a demographic profile as well as scale scores describing orientations of seniors to family, friends, and society. Information about choices of major, grades, study habits, and satisfaction with UNC-G are covered in the section on academic characteristics. The last part of the report presents the immediate and long-range plans seniors have for continuing their education and pursuing their careers. A primary focus of this report is a comparison of the characteristics of senior men and women. Some comparative data on commuting and dormitory residents and majors in arts and sciences and professional schools are also presented. A primary objective of a report such as this is to stimulate questions and requests for additional analyses of the data. (Author/LBH)

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Senior Survey

Results of the College Student Questionnaire Part II

Patricia P. McArver

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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INTRODUCTION

The College Student Questionnaires are two surveys developed by the Educational Testing Service to collect information about the academic and demographic characteristics of students. Part I of the College Student Questionnaire is designed for new students - freshmen or transfers - and emphasizes high school experiences and family background. Part II of the CSQ is for students who have been in college and measures satisfaction with various aspects of college life. The two instruments overlap somewhat with identical questions about students' general philosophies, relationships with others, as well as educational and career plans. Two types of information are readily available from the data collected. The first type of information comes from responses to the 209 items on the survey. A second type of information measures academic and personality characteristics of groups of students by the use of a number of scale scores. The scales are composed of ten items and have a scoring range from 10 to 40, thereby offering a method of comparing groups of students on something other than an item-by-item analysis of responses. By summarizing ten related questions in the form of a single scale score, the ability to reliably measure group differences is greatly enhanced.*

Part II of the College Student Questionnaire (CSQ-II) was administered during the Spring 1976 semester to a sample of seniors. The instrument was used with seniors in an effort to provide an in-depth profile of the senior class and to furnish some measure of how seniors would evaluate their college experience. A total of 479 seniors representing all sectors of the senior class returned completed questionnaires resulting in a 65% response rate from those receiving the survey instrument. (A complete discussion of sampling procedures and respondents can be found in the Appendix of this report.) Results of the CSQ-II are presented in three sections: Demographic Characteristics, Academic Characteristics, and Future Plans.

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* For a complete discussion of the validity and reliability of scales used on the College Student Questionnaire, see Richard E. Peterson, College Student Questionnaires Technical Manual, Princeton: Educational Testing Service, 1968, pp. 25-43.

The discussion of demographic characteristics includes factual information usually associated with a demographic profile as well as scale scores describing orientations of seniors to family, friends, and society. Information about choices of major, grades, study habits, and satisfaction with UNC-G are covered in the section on academic characteristics. The last part of the report presents the immediate and long-range plans seniors have for continuing their education and pursuing their careers.

A primary focus of this report is a comparison of the characteristics of senior men and women. Some comparative data on commuting and dormitory residents and majors in Arts and Sciences and professional schools are also presented. Needless to say, a variety of additional analyses of groups of seniors according to such variables as age or educational philosophy are possible with the data. Furthermore, comparisons of freshmen with seniors are now possible since CSQ-II contains questions duplicated on Part I of the College Student Questionnaire, administered earlier to entering freshmen.

A primary objective of a report such as this is to stimulate questions and requests for additional analyses of the data. A secondary objective is to illustrate the types of questions and analyses which can be pursued in greater depth with future administrations of the CSQ. An attractive feature of the College Student Questionnaire is the opportunity to include local option questions. With such questions, the entire range of academic and demographic areas covered by the CSQ can be related to questions of special interest on the UNC-G campus. The active participation of schools and departments in formulating local option questions of particular interest to them will make information emanating from future CSQ administrations more valuable.

I. DEMOGRAPHIC CHARACTERISTICS

General Characteristics

Responses from the 479 seniors who took CSQ-II in April, 1976 describe the heterogeneity of the senior class at UNC-G. Three out of every four respondents were women - a ratio which closely approximates the enrollment of the senior class (73%). Not all of the respondents were graduating at the end of the spring semester. Fourteen percent of the sample expected to return as seniors in the fall. Three-fourths of the respondents were in the 21 to 22 age range typical of college seniors. However, an additional 16% were 24 years old or older. Relatively twice as many men as women were in the oldest group. Nearly half of the seniors described themselves as "unattached", 22% were married, and the remaining respondents were in various stages of either courtship (30%) or divorce (1%).

Most of the respondents are Protestant (79%). Catholics account for five percent of the sample and about one percent are Jewish. About one in seven seniors has no religious affiliation. If frequency of attendance at religious services can measure religious intensity, senior women are significantly more religious than senior men. Nearly half the women sampled attend church at least twice a month whereas only 26% of the men attend religious services as frequently. Furthermore, 45% of the men and 16% of the women never go to religious services of any kind.

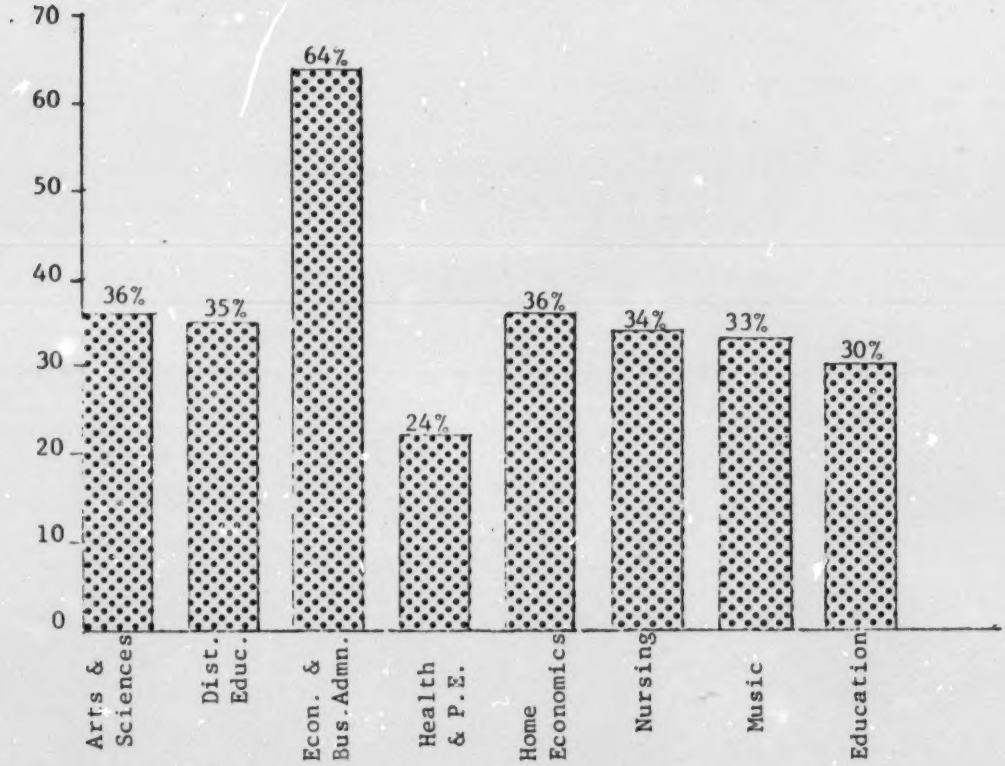
Slightly more than half the women and 27% of the men live in residence halls on the UNC-G campus. A total of 55% of the respondents are commuters living off-campus. Those who live off-campus spend an average total of 15 to 29 minutes traveling back and forth to campus each day; 22% spend more than one hour driving to and from UNC-G.

More than half the men (54%) and 37% of the women in the sample transferred to UNC-G from other schools, compared to 37% of the total senior class who were transfers in the Fall 1975 semester. Of those who came to UNC-G after starting their education

elsewhere, 59% came from four-year public and private schools and 41% were graduates of two-year colleges. Figure I shows the distribution of transfer students within various schools. Transfer students compose roughly a third of the enrollment in all schools except for the departments of Economics and Business Administration (64%) and the School of Health, Physical Education, and Recreation (24%).

Figure I

PERCENTAGE OF SENIOR RESPONDENTS WHO ARE TRANSFERS BY SCHOOL



Transfer students were asked what one factor had the greatest influence on their decision to come to UNC-G. The most common reason for both sexes was being a graduate of a two-year college, cited by 39% of the transfer respondents. Responses from those students who transferred to UNC-G from other four-year institutions revealed that they were most likely to come to UNC-G because Greensboro was closer to their home (32%), because they had changed their major (27%), or because they wanted to attend a better university (13%). More men decided to transfer to UNC-G because of its proximity to home. More women transferred because of a change in major.

Leisure Activities

Seniors were also questioned about uses of their spare time. Of the choices given, respondents spent more leisure time watching television than in any other activity; more than 60% of the seniors spent three or more hours weekly viewing TV. The second most popular activity was "bull sessions" which accounted for three or more hours per week for 55% of the seniors. Less popular activities were outside reading relating to courses, playing cards, and working on cars. The only significant difference between the way men and women spent their leisure time occurred in time spent weekly working on cars. A notable omission in the type of leisure activities listed was athletic pursuits.

A question on types of outside reading done elicited significantly different answers from men and women. Women tended to prefer novels or "how to" reading. Men were more diversified in their choices, listing social issues, "how to" books, novels, and sports as their favorite outside readings. Fifteen percent of the women and 13% of the men did not read anything they were not assigned.

Problems and Pleasures

Responses to questions dealing with the primary problems and sources of greatest personal satisfaction of seniors are displayed in Table I.

Table I

SOURCES OF SATISFACTION AND PROBLEMS CITED BY SENIOR MEN AND WOMEN*

Source of Greatest Satisfaction	Men (n=118)	Women (n=347)	Total (n=465)
Major Studies	19.5	26.5	24.7
Self-Discovery	25.4	24.9	24.7
Friends	11.0	23.9	20.6
Individual Study	13.6	5.5	7.5
Courses in General	11.0	6.3	7.5
Social Life	8.5	4.3	5.4
Acquaintances	4.2	4.3	4.3
Bull Sessions	4.2	2.9	3.2
Other Activities	2.5	1.7	1.9

Major Problems	Men (n=118)	Women (n=352)	Total (n=470)
No Major Problems	26.3	19.9	21.5
Academic Work	13.6	20.2	18.5
Self-Discovery	16.9	19.0	18.5
Other Problems	11.0	16.5	15.1
Money	18.6	12.5	14.0
Love Life	6.8	6.0	6.2
Family Problems	2.5	3.7	3.4
Social Life	2.5	2.0	2.1
Major Studies	1.7	0.3	0.6

* "Pleasure and pain spring not so much from the nature of things as from our manner of considering them." - Bovee.

Men and women are similar in their ranking of problems but different in their sources of personal satisfaction. Pleasures derived from major coursework and from the personal discovery of new interests, talents, and abilities are ranked at the top of the satisfaction list by both men and women. However, men and women differ markedly in their selection of other sources of satisfaction. Proportionately twice as many women as men named friends as their greatest source of satisfaction. Men were more likely than women to derive pleasure from academic interests, social life, or "bull sessions". Responses to the list of potential problems reveal that proportionately more men believe they have no major problems. Relatively more women are plagued with academic problems, while more men have money worries.

Sources of satisfaction or worries also varied according to whether seniors were majoring in Arts & Sciences or professional schools. The most frequently cited source of satisfaction for Arts & Sciences majors was self-discovery. Major coursework was the number one source of satisfaction for professional students. So far as problems are concerned, the same portion (21%) of majors in both areas had experienced no major problems. Of those having problems, Arts & Sciences majors were most troubled by problems of personal identity, money, and academic work. Coursework was most frequently cited by professional school seniors as a major problem. The relationship between satisfaction and problems is exceedingly complex. As is evident from the data, one person's pleasure may represent another person's major problem. Moreover, respondents frequently cited the same general areas as both their greatest source of satisfaction and their greatest problem.

Source of Support

Fewer than half the seniors (44%) completing the survey depended upon parents as their main source of support. Fifteen percent of the sample relied on jobs to support them and an equal number were supported by their spouses. Scholarships were the primary source of income for eight percent of the sample and the remaining 19% cited savings, loans, the GI bill, or other funds as their primary source of support. Men and women

differ significantly in their sources of support. Nearly two-thirds of the women are supported by parents or spouses compared with 35% of the men having such support. Men are nearly three times as likely as women to depend upon jobs for income. An analysis of primary support by whether students live on or off campus also reveals some expected differences. Dorm residents are much more likely to depend upon parents whereas commuters are more frequently dependent upon spouses or jobs for their support. Table 2 shows the sources of support for both sexes and for dorm and off-campus students.

Table 2

PRIMARY SOURCE OF SUPPORT FOR STUDENTS BY SEX AND BY LIVING QUARTERS

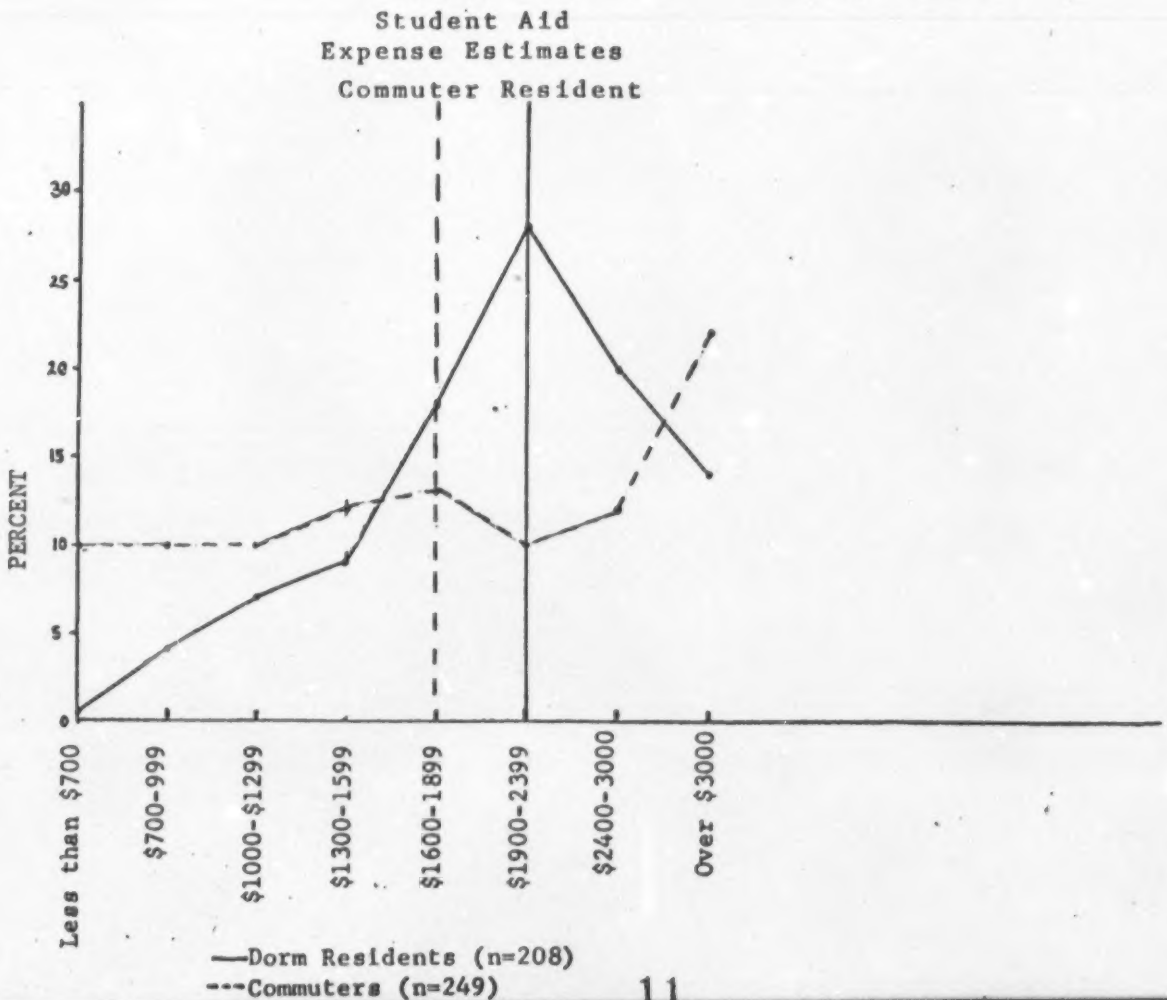
	Total	SEX		LIVING QUARTERS	
		Male	Female	Dorm	Off-Campus
	(n=470)	(n=118)	(n=352)	(n=212)	(n=255)
Parents	43.6	29.7	48.3	61.3	29.4
Spouse	14.5	5.1	17.6	0.5	26.3
Job	14.5	28.0	9.9	6.6	20.8
Scholarship	7.8	7.6	8.0	9.9	6.3
Loan	7.7	8.5	7.4	10.8	4.7
Savings	4.0	5.9	3.4	5.2	3.1
GI Bill	4.9	11.0	2.8	1.9	7.0
Trust Fund	1.3	1.7	1.1	1.9	0.8
Other	1.7	2.5	1.5	1.9	1.6
	100.0	100.0	100.0	100.0	100.0

Although only 7.8% of the sample depended primarily on scholarships for support, about 26% of the seniors in the sample held some type of scholarship to partially offset the cost of their education. Nearly half (43%) of those holding scholarships had grants awarded by UNC-G; 30% of the seniors with scholarships held state or federal grants. Only 15% of the seniors indicated they were <u>primarily</u> supported by jobs. However, a total of 56% of the sample received income from jobs. Relatively more men (69%) than women (52%) were employed and men were likely to work more hours each week. Men worked a median time of 11 to 15 hours. Likewise commuters and dorm residents were quite different in their employment patterns. About 52% of the dorm residents and 60% of the commuters held jobs. Dorm residents worked a median of six to ten hours weekly and the median work time for commuters was 16 to 20 hours per week.

The Student Aid Office estimated expenses of $2300 for in-state dorm residents for the 1975-76 school year and $1800 for commuting students not paying rent. CSQ respondents were asked to estimate their total school-year expenses. (See Figure 2) The alternatives offered for the estimates were eight ranges with "less than $700" as the lowest and "over $3000" being the higheat. A comparison of expense estimates made by respondents with the official estimates established by the Student Aid Office indicates that student estimates vary widely from the official suggested expenditures. Thus, only 14% of the off-campus seniors and 28% of the on-campus residents selected a range of expenses which include the figures ($2300 for in-state dorm and $1800 for in-state commuters) suggested by Student Aid.

FIGURE 2

PERCENT OF COMMUTERS AND RESIDENTS ESTIMATING VARIOUS EXPENSES FOR THE SCHOOL YEAR



Scale Scores

Five of the eleven CSQ-II scale scores describe personality characteristics of respondents. The five scales are:

Family Independence (FI) - Degree of perceived autonomy in relation to parents and parental family.

Peer Independence (PI) - Degree of perceived autonomy in relation to peers.

Liberalism (L) - Description of political, social, and economic values which support either an ideology of change or one of preservation.

Social Consciousness (SC) - Degree of concern about social injustice and ethics of business, government, and other institutions in society.

Cultural Sophistication (CS) - Sensitivity to ideas and art forms developed through knowledge and experience.

A more complete description of scale scores plus graphs of scores for various groups can be found in the Appendix. Table 3 gives scale scores for men and women on several variables. The range of scores for each scale is 10 to 40.

Table 3

SCALE SCORES OF SENIOR MEN AND WOMEN ON PERSONALITY CHARACTERISTICS

	Total	Standard Deviation	Men	Women
Family Independence	23.7	5.4	25.3***	23.2***
Peer Independence	24.8	4.4	26.5***	24.2***
Liberalism	27.3	4.6	27.8	27.1
Social Consciousness	31.1	4.4	29.8***	31.6***
Cultural Sophistication	23.7	5.3	24.1	23.5

*** F-ratio exceeds significance level of $\alpha = .001$

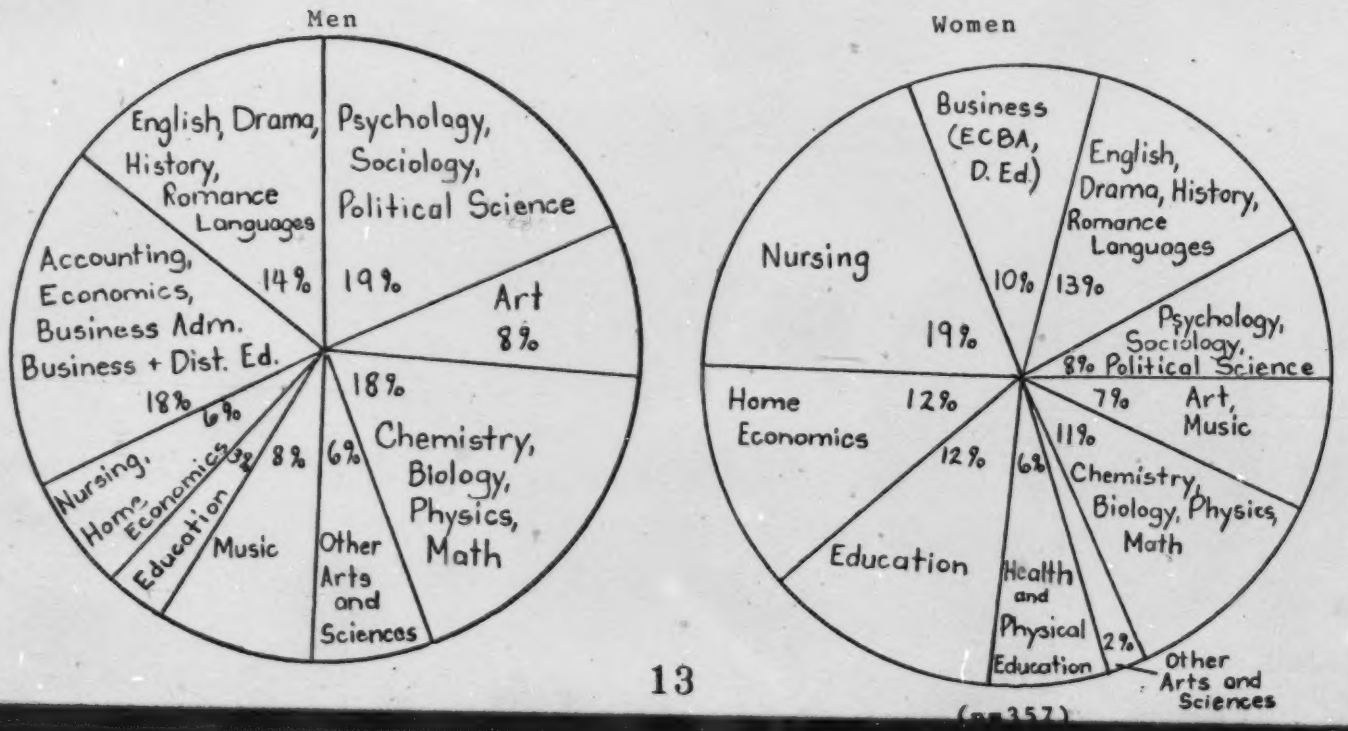
Analyses of the scale scores indicate that men and women differ significantly in their relationships with their families and peers and in their degree of social consciousness. Women tend to be more dependent on their families and more concerned about what others think of their behavior than men are. Likewise, women exhibit a greater concern than men for social injustice, corruption, and ethical practices. On the liberalism scale, both sexes have similar scores which tend to be more liberal than conservative. Men have a higher mean score for cultural sophistication but the difference between scores for men and women is not statistically significant. An analysis of scale scores by sex alone is undoubtedly over-simplified, ignoring confounding variables such as marital status, place of residence or age. The Appendix contains graphs of scale scores for different variables which illustrate the complex nature of the characteristics measured by the scales.

MAJOR

Quite predictably, men and women tend to major in different fields at UNC-G. Figure 3 gives the distribution of majors for men and women in the sample.

FIGURE 3

MAJORS OF SENIOR MEN AND WOMEN AT UNC-G



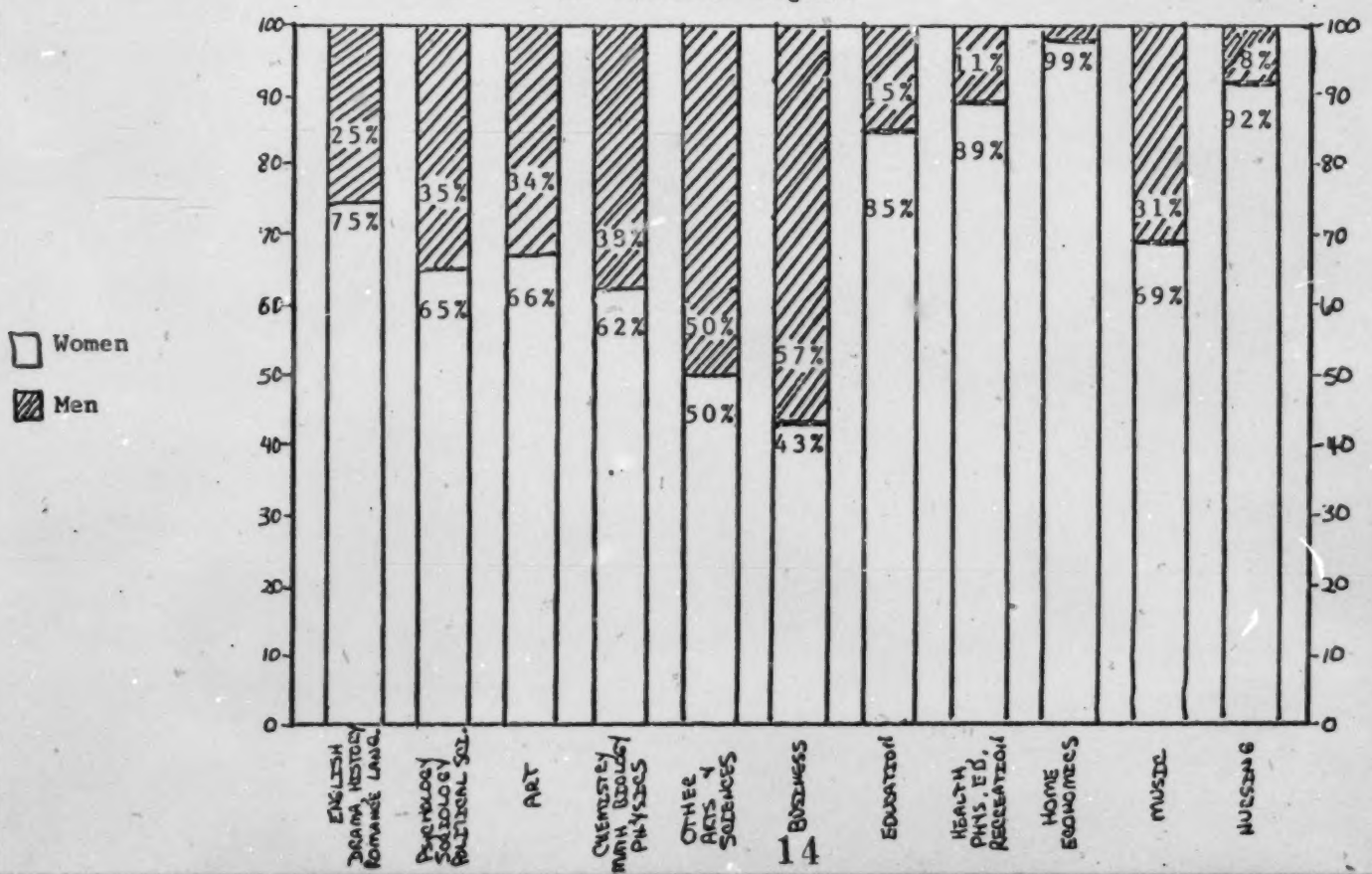
The one-fourth of the senior respondents who are males were distributed in every school and department on campus except Health, Physical Education and Recreation. (An actual count of senior HPER majors found nine males or about 11% of the seniors majoring in HPER. However, none of the males included in the sample responded to the questionnaire.) The largest representation of males occurred in the schools of Business and Arts and Sciences.

The relative representation of senior men and women in various schools and departments is displayed in Figure 4. The percentages are based on total senior class enrollment for Fall, 1975 and not for the CSQ sample. As was suggested by the sample distribution in Figure 3, males have the greatest relative enrollments in the Schools of Business and Arts and Sciences.

FIGURE 4

Relative Percentages of Men and Women

In Various Majors



II. ACADEMIC CHARACTERISTICS

Major Field of Study

Questions relating to choice of major revealed that about a third of the seniors entered college with a firm decision on their major field of study. An additional 40% decided upon a major during their sophomore or junior year of college. Women were more likely than men to have a long-standing commitment of five or more years to a particular major. About one senior in five had considered only one possible major, with the majority of students making their decisions from among two or three fields of interest. However, after they initially selected a major, only about half of the men and women stayed with their first decision. Examination of the length of time seniors have been committed to various majors shows considerable variation among types of majors. Table 4 lists the median number of years since students in the various schools and departments had selected their field of study.

Table 4

MEDIAN YEARS COMMITMENT OF UNC-G SENIORS TO VARIOUS MAJORS

Two Years	Three Years	Four Years	Five-Seven Years
Health & P.E. (H.Ed., APED)	Chemistry	Art	French, Spanish
	History	Math	Music
Psychology	Sociology	English	Nursing
Political Science	Biology	Drama	
Home Ec. (CDFR)	Education (ECHL)	Education (ELED)	
*Other Arts & Sciences	Distributive Ed. (CDED,SECY)	Distributive Ed. (D.Ed.,MERC,B.Ed.)	
	Health & PE (PEDU,HECR)		
	Economics, Bus.Adm., Accounting		

* Other Arts and Sciences include 17 seniors from departments which had too few respondents to analyze separately.

The length of commitment to different majors is hardly surprising. In most cases, seniors with longer commitments are majoring either in subjects to which they were exposed prior to college (Math, English, Foreign Languages), in fields which presume long-term training or development of a talent (Art and Music) or in professions which are often selected early in life (Nursing or Elementary Education). Many of the

majors which average a two or three year commitment are in areas which can often be explored only after entering college (Political Science, Psychology, ECBA). The majority of seniors are not involved in extracurricular activities relating to their major. Furthermore, men are much less likely than women to be involved in pre-professional groups.

Men and women differed significantly in the people they named as being most influential in their choice of a major. Parents influenced many more daughters than sons in selecting a field of study. Likewise, more women tended to be influenced in their choice by close friends. High school and/or college teachers or adult acquaintances were most likely to be the primary influence affecting major choices of men. A related question inquired about parents' feelings toward the student's major. Three-fourths of the women and 44% of the men indicated that their parents strongly approved of their choice. Parents of 24% of the men and 6% of the women were indifferent toward their child's major. Proportionately more men (4.4%) than women (2.3%) indicated that their parents did not approve of their field of study. The remaining two percent of the sample revealed that their parents are unaware of what they are majoring in.

Academic Performance

Studying is generally believed to be an integral part of getting an education. A number of questions on the CSQ probed the study habits and preferences of students. Senior men and women differed significantly in how much they believed they studied compared to their peers. Women thought they studied more than their classmates and men tended to see themselves as studying less. Both men and women generally assessed their reading rate as average - neither very slow nor very fast. The sexes were different in their perceived writing ability, however. Women were more likely than men to admit to difficulty in expressing ideas on paper. The majority of seniors believed that their knowledge of library resources was either adequate (56.4%) or quite complete (13.7%). Women appeared to be somewhat more methodical in their study habits than men: they were more likely (42%) than men (30%) to make notes

while reading or make use of bibliographical note cards. About 17% of the seniors had a set study schedule which they followed. The majority of students (78%) were successful in finding at least an adequate place to study. However, off-campus seniors were more likely than their peers in dormitories to have located a satisfactory studying spot. Thirty-five percent of the seniors believed that they were almost never adequately prepared for exams and approximately the same number indicated they were consistently behind in their classroom assignments.

Men and women were similar in the kinds of academic work they preferred. The majority (61%) preferred discussion classes but there was also a slight preference (57%) for objective exams. Seniors tended to prefer structured homework (58%) to independent study (42%) but, on the other hand, a majority of the sample (58%) indicated that they enjoyed doing original research. Seniors were about evenly divided over the question of whether learning is best achieved by a directed course of study with pre-requisites for majors, or by freedom to study areas of interest.

Grades, the systematic measure of academic achievement, are extremely important to the majority (69%) of seniors and nearly three-fourths of the seniors are aware of strong competition for grades. However, women attach significantly more importance to grades than men do. The majority of seniors (72%) are satisfied with grades they make, and they have reason to be. The median cumulative GPA reported by men was a B- and the corresponding median GPA reported by women was a B. Predictably, a fairly strong correlation exists (R=.5) between seniors' reported GPA's and the degree of confidence they have that grades accurately reflect their ability. Seniors with high grades indicate that their grades fairly represent their academic achievements and seniors with lower GPA's tend to describe their grades as under-representing their ability.

One factor related to grades is the use of the Withdraw-Passing option. A local option question collected information about how frequently seniors had withdrawn from a course. About 64% of the seniors disclosed that they had used the WP option to withdraw from one or more courses after four weeks of classes. (Medical withdrawals were excluded.) Of those who had used the option, 58% had withdrawn from one course, 24% had withdrawn from two courses and 18% had used the option three or more times. There were no real differences between men's and women's tendencies to use the WP option. Arts and Sciences majors withdrew from courses more frequently than those in professional schools did. However, no significant relationship was evident between the use of the WP option and cumulative GPA among respondents in the sample.

Scale Scores

Six scales on the College Student Questionnaire compute quantitative measures of describing academic characteristics of seniors. Scales which measure academic characteristics are:

SATISFACTION WITH FACULTY (SF) - General attitudes toward student-faculty relationships and esteem for instructors.

SATISFACTION WITH ADMINISTRATION (SA) - Feelings toward administrative rules and regulations and administrative personnel.

SATISFACTION WITH MAJOR (SM) - Degree of personal commitment to major, satisfaction with departmental procedures and evaluation of the quality of instruction received in the major field.

SATISFACTION WITH STUDENTS (SS) - Degree of acceptance and approval of the types of students composing the total student body.

STUDY HABITS (SH) - Measure of how serious and disciplined students are in their approach to studying.

EXTRACURRICULAR INVOLVEMENT (EI) - Degree of participation in extracurricular activities: student government, athletics, religious groups and special interest clubs.

Men and women seniors are significantly different on three scales: Satisfaction with the Administration, Satisfaction with Major, and Extracurricular Involvement. Women have higher scale scores indicating more positive feelings than men toward both

their majors and the administration. Furthermore, women are significantly more involved in extracurricular activities. The ordering of the "satisfaction" scale scores reveals that seniors have the most positive feelings toward their major and major department, followed by feelings toward the faculty in general. Somewhat less positive feelings are evident toward the administration and their fellow students. Table 5 gives the mean scores for men and women for each scale describing academic characteristics.

Table 5

SCALE SCORES ON ACADEMIC CHARACTERISTICS OF MEN AND WOMEN

	UNC-G Total	Standard Deviation	Men	Women
SATISFACTION - Faculty	27.2	5.6	26.6	27.4
SATISFACTION - Administration	26.7	5.0	25.3***	27.2***
SATISFACTION - Major	29.0	4.8	27.9**	29.3**
SATISFACTION - Students	26.2	4.3	25.8	26.3
STUDY HABITS	26.2	4.5	25.7	26.4
EXTRACURRICULAR INVOLVEMENT	17.1	4.1	16.4*	17.4*

F-ratio noting differences between men and women which are statistically significant:

* α = .05
** α = .01
*** α = .001

One measure of satisfaction with departments at UNC-G which was not reflected in the scale scores was a local option question on faculty advising. The two-part question asked students how much they had expected from their faculty advisors and how satisfied they were with the help they received. Most students (54.8%) had moderate expectations regarding their faculty advisors but another 27% had high expectations of their faculty advisors. The remaining 18% expected little. Regardless of what they expected, the majority of seniors (59.5%) were either satisfied or very pleased with the help they had received from their advisors. However, a sizeable number (40.5%) indicated that they were disappointed in the quality of faculty advising given to them. Of the 40%

who were disappointed, 13% had high expectations, 21% had moderate expectations and 6% expected little from their advisors. There was no significant difference in the ratings seniors from Arts and Sciences and from other schools gave their advisors.

III. FUTURE PLANS

Graduate School and Employment

Most of the seniors in the sample (86%) were graduating at the end of the Spring term and they had a variety of educational and employment plans. The CSQ contained several questions about immediate and long-range plans of seniors. More than a fourth (29%) of graduating seniors in the sample, plan to begin graduate school in the Fall 1976 semester. However, a much larger portion of the sample (63%) have graduate school in their long-range educational plans. Two-thirds of the seniors planning on graduate school began to consider the value of graduate training after the start of their junior year in college. Only about 12% felt that they wanted to do graduate work at the time they entered college as freshmen. Arts and Sciences majors are more likely than professional school graduates to be planning on graduate schcol. Likewise, the educational plans of men and women are significantly different. Relatively more men than women are going to graduate school in the fall, though there is no real difference between the number of men and women who hope to go to graduate school someday. Of those who want to go to graduate school, men are more likely to work for a Ph.D. while women are more likely to terminate their education at the Masters level.

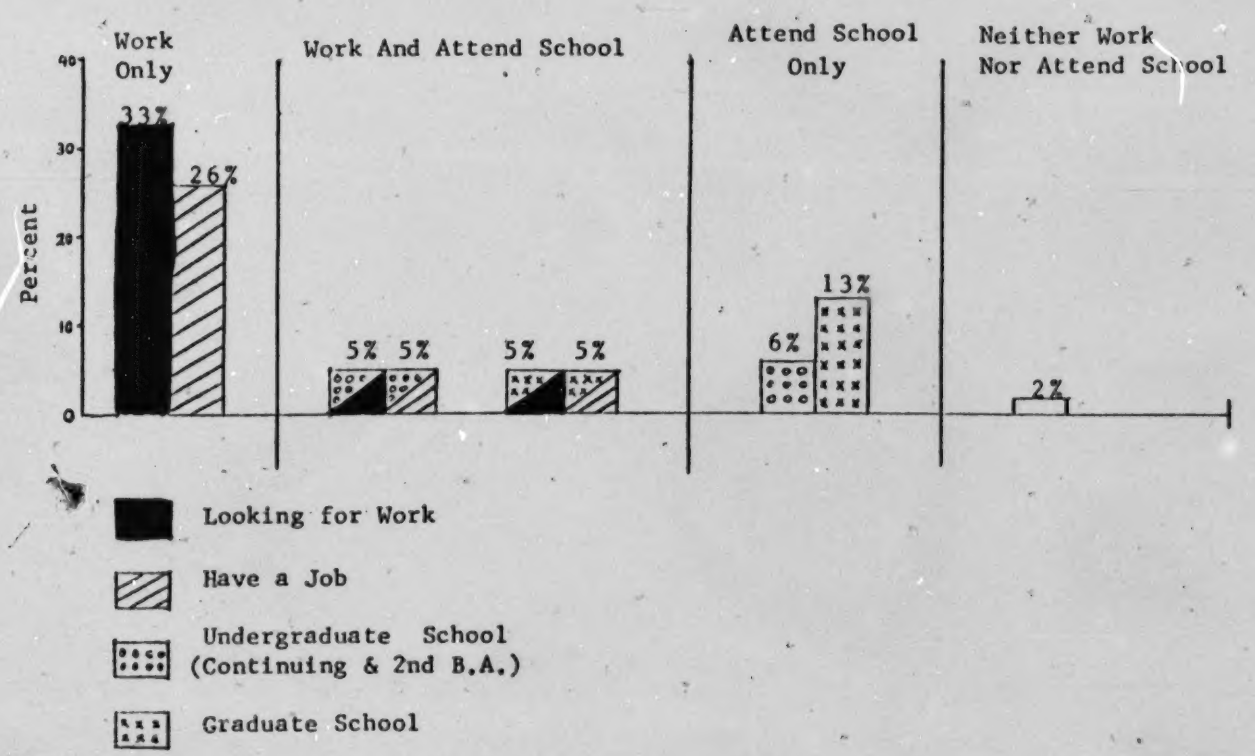
Responses to a question on employment plans for Fall 1976 indicates that significantly more women (29%) than men (17%) either have jobs or offers of jobs. By contrast, more men intend to continue working in their present job. Women have been somewhat more successful than men in securing employment. A third of the men job seekers and 40% of the women looking for work had succeeded in finding a job. Excluding those who are not job seekers, nearly two-thirds (62%) of the seniors who wanted to work had no definite job offers. An important qualification to this preliminary finding is that seniors were asked in late April what their employment status would be in November. A more accurate assessment of success in securing employment should be obtained six to eighteen months after graduation.

An examination of the combined educational and employment plans seniors have for Fall 1976 indicates that 59% of the respondents want to work, 20% plan to go to school and work, 19% plan to attend school full-time, and the remaining 2% have no educational or employment plans.

Figure 5 summarizes the educational and employment plans, giving the relative percentages of those who have and who are looking for jobs and those who will be graduate students or continuing undergraduates.

FIGURE 5

EMPLOYMENT AND EDUCATIONAL PLANS OF SENIORS FOR FALL 1976



Career Objectives

Ninety percent of the respondents in the sample have decided what occupation they want to pursue. Responses of men and women vary significantly. Table 6 gives responses of men and women to questions about occupational preferences and the kinds of organizations within which they want to work.

Table 6

OCCUPATIONAL AND WORK SITUATION PREFERRED BY MEN AND WOMEN

Occupational Preference	Male	Female	Total	Work Situation Preferred	Male	Female	Total
Academic	18.8	30.8	27.8	Own Business	16.0	6.8	9.1
Business	19.7	12.5	14.3	Small Business	2.5	3.1	3.0
Professional	22.2	25.4	24.6	Large Firm	13.4	9.4	10.4
Technician	4.3	2.6	3.0	Own Professional Office	7.6	5.4	5.9
Creative Arts	14.5	9.4	10.7	Educ. Institution	20.2	34.9	31.2
Home Life	3.4	9.1	7.7	Research Organ.	6.7	4.3	4.9
Other	11.1	5.4	6.8	Welfare Agency	5.0	6.3	5.9
Haven't Thought	6.0	4.8	5.1	Govt. Service	10.9	6.0	7.2
				Other	17.6	23.9	22.3
Total N	117	351	468	Total N	119	352	471

Men and women also differed in what they viewed as the most important quality a job should offer. According to 27% of the men and 34% of the women in the sample, the most important requirement a job can have is an outlet for the use of one's talents. The second most popular job quality named was the ability to help others. A chance to work with people and compatibility with co-workers were characteristics named as important by relatively more women while the opportunity to be creative, job security, and low supervision were cited by relatively more men. Money was ranked as next to the last item for both men and women as being the most important requirement for a job.

Women were asked what kind of life they hoped to have in 15 years. The majority (62%) opted for being married with children and a career. While a relatively small number of senior women (4%) did not wish to marry or wanted to marry but have no children (11%), a considerable number (18%) had not yet decided whether or not they would like to marry or have children. About six percent hope to have a career as a housewife.

In a related question, both men and women were asked how many children they would eventually like to have. Most men (49%) and women (52%) want two children but women are much more likely than men to want larger families. One out of every five men and 15% of the women want no children. The question of what role women should have in society elicited responses from two-thirds of the sample to the effect that a woman should be allowed to make her own choice. However, 14% of the men and 7% of the women believed that a woman should never work if she has children.

CONCLUSION

The array of data generated by CSQ-II offers two kinds of potentially useful information. At the individual item level, responses to the 200 regular questions and nine local option items yield voluminous amounts of data about background, attitudes and characteristics of seniors. At a higher level of abstraction, the scale scores measure the academic and personality characteristics of UNC-G seniors and in so doing, allow a more general comparison of different student sub-groups.

The systematic attempt to learn more about the senior class has produced a multitude of related bits of information - some merely satisfy curiosity, others provide answers to questions raised in the past and still others suggest problems and areas which need further attention. The fact that 80% of the men and only 25% of the women are satisfied with the sex ratio at UNC-G falls into the category of being the answer to a question that probably would never have been asked. The fact that only seven percent of the seniors indicate they would abide by honor policy rules governing cheating, or that, for this sample, no direct relationship existed between cumulative grade point averages and frequency of withdrawal from courses provides information about questions recently raised on this campus. The fact that only two percent of the seniors do not plan to work or continue their education after they graduate or the fact that more than a fourth of the sample wanted to work full-time but had not found a job reveals something about the aspirations and frustrations confronting seniors leaving UNC-G. Further investigation of what types of students decided to continue their education and what types want to work can offer clues on how to better serve students who have different goals after they graduate. The usefulness of information collected by the CSQ-II depends upon widespread awareness of its existence and the willingness to ask questions which might be answered by further analysis of the data or may suggest the need for more specialized investigation at the school or department level.

A second benefit derived from CSQ-II is the rough measure of how satisfied seniors

are with their college experiences. The findings that seniors are more positive in their feelings toward their major department and faculty members than toward the administration and the student body indicate that things are as they should be: students are most satisfied with those with whom they have the most contact. Scale scores may suggest to administrators what types of students are least satisfied or feel most abused by administrative rules and regulations. For Deans and Department Heads, scale scores can provide a general indication of the perceived strengths or weaknesses of various programs as measured by satisfaction of their students. While satisfaction of students is not necessarily the lone or prime criterion for examining programs, the constructive use of such information can help improve the ability of UNC-G to meet the needs of its students.

APPENDIX

CSQ Sample

The sample of seniors was structured to secure the broadest possible representation from all schools and departments given a limited number of test instruments. Consequently, subjects were selected for the sample by one of three methods depending upon the number of students majoring in individual departments. Selection procedures were designed to include: (1) all seniors from departments with fewer than 36 seniors; (2) at least 30 students from departments with fewer than 60 seniors; (3) half the seniors from the larger schools and departments. In departments where selection was necessary, subjects were chosen according to the last digit of their social security number. The total sample of 782 was 56% of the Spring 1976 senior class. One result of the stratified sampling was that the College of Arts and Sciences was proportionately more heavily represented in the original sample than the professional schools were. However, the effects of this over-sampling were tempered by the fact that seniors from the Arts and Sciences had a lower response rate. A total of 479 seniors returned completed questionnaires resulting in an overall response rate of 61.3%. If questionnaires which were undeliverable were excluded, the overall response rate was 65%. Table A-1 describes the sample and respondents from the College of Arts and Sciences and from professional schools.

Table A-1

	Total Sample		Total Responses		Response Rate	Undelivered Questionnaires	Response Rate From Del. Quest.
	N	%	N	%			
Arts & Sciences	379	48.5	212	44.3	55.9	31	60.9
Professional Schools	403	51.5	267	55.7	66.2	20	69.7
TOTAL	782	100.0	479	100.0	61.3	51	65.5

A potential source of bias in the sample originates from a group that had no opportunity to respond. About seven percent of the sample (n=51) could not be contacted for delivery of the questionnaire during the survey period. Most of the unavailable seniors were not in the Greensboro area due to student teaching, internships, or independent study. In some cases, seniors did not receive questionnaires because either students did not come to class or instructors could not be reached in time to transmit the instruments.

The term "sample" as used in the report refers, of course, to the 479 seniors who responded to CSQ-II. A comparison of CSQ respondents with the total senior class on various characteristics indicates that the distribution of the sample is similar to the senior class on characteristics for which data are available. The greatest discrepancy between the two groups occurs in the slight over-representation of 21-22 year olds among the group of CSQ respondents in the senior class. Table A-2 gives the demographic composition of the senior class and the CSQ-II respondents for various characteristics.

Table A-2

Spring 1976 Seniors and CSQ-II Respondents

	Senior Class		CSQ Respondents	
	N	%	N	%
Sex:				
Male	378	27.1	120	25.2
Female	1019	72.9	357	74.8
	1379			
Age:*				
20 or less	47	2.9	11	2.3
21-22	1114	68.9	359	75.6
23	107	6.6	30	6.3
24 or more	348	21.5	75	15.8
Marital Status:*				
Single	1209	74.8	370	77.2
Married	408	25.2	109	22.7
Residence:				
Dorm	577	41.3	216	45.7
Off-Campus	820	58.7	257	54.3
Major:				
Arts & Sciences	597	41.8	212	44.3
Professional Schools	831	58.2	267	55.7

* From the Registrar's Report, Fall semester (10/16/76). Variations in the total for the senior class are due to the fact that information was pulled from computer printouts having different dates.

Brief Definitions of Scales and Subcultures in the College Student Questionnaires*

(SF) Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

(SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal.

(SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work.

(SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the overall student body.

(SH) Study Habits refers to a serious, disciplined, planful orientation toward customary academic obligations. High scores represent a perception of relatively extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out other assignments. Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements.

(EI) Extracurricular Involvement is defined as relatively extensive participation in organized extracurricular affairs. High scores denote support of and wide involvement in student government, athletics, religious groups, preprofessional clubs, and the like. Low scores represent disinterest in organized extracurricular activities.

(FI) Family Independence refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family.

* Peterson, Richard E., College Student Questionnaires Technical Manual, pp. 18-20.

(PI) Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness.

(L) Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

(SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scorers express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters.

(CS) Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities.

STUDENT SUBCULTURES

Students taking the CSQ were asked to select one of four personal philosophies which correspond to the Clark-Trow typology of student subcultures.*

Vocational: Education is primarily for an occupational future. Intellectual and social pursuits are important but secondary.

Academic: Education is for intellectual enrichment and the scholarly pursuit of knowledge.

Collegiate: Social growth and development are important elements in one's education and essential to the cultivation of the well-rounded person. Academic and vocational interests are important but not paramount.

Non-Conformist: The search for personal identity and relevance in life are often not compatible with the value orientations of organized society. The student identifying with this group is often contemptuous of professional or business pursuits, college traditions, and the establishment.

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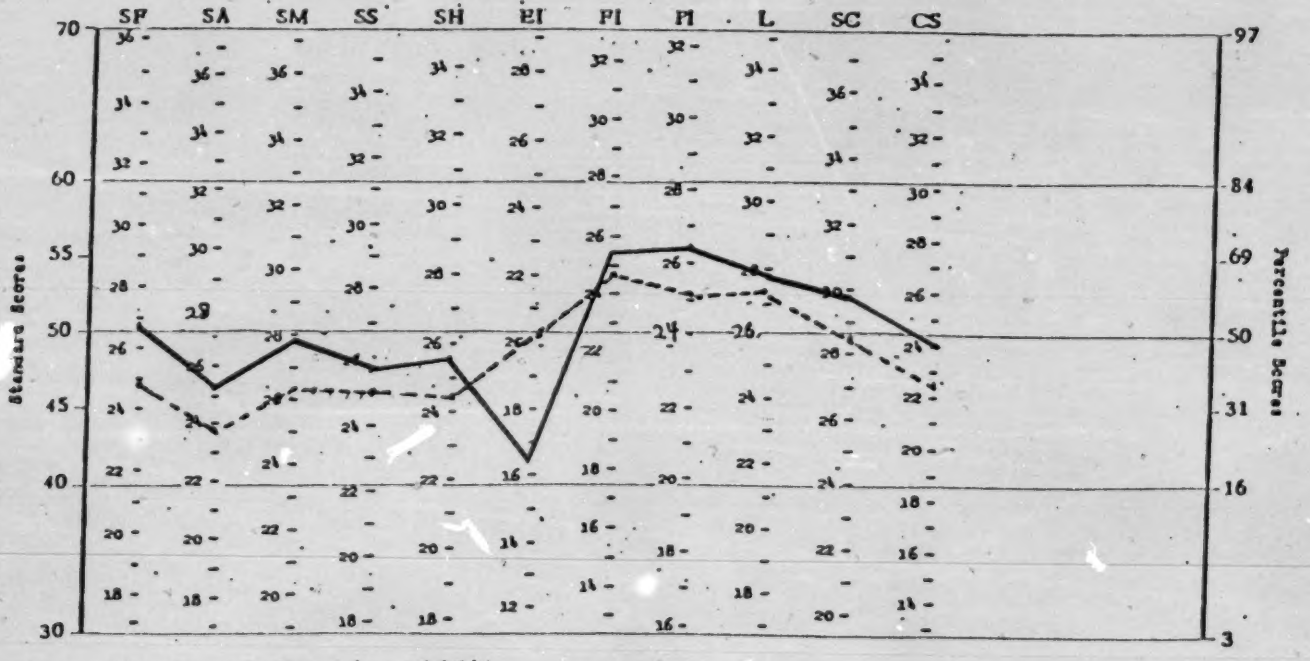
* For a discussion of the Clark-Trow Typology, see David Gottlieb and Benjamin Hodgkins, "College Student Subcultures", in Yamamoto, ed., The College Student and His Culture: An Analysis (Boston: Houghton Mifflin, 1968), pp. 238-255.

SCALE SCORES

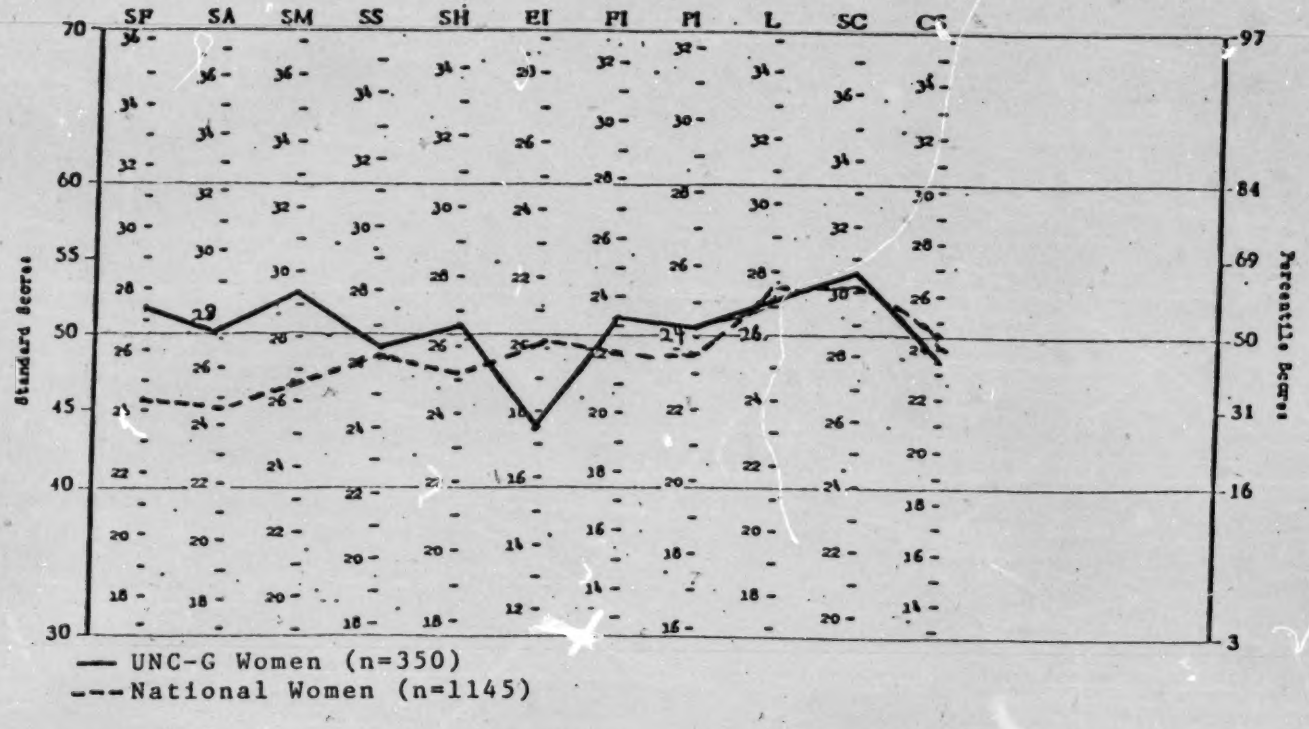
Comparisons of scale scores of UNC-G men and women with national norms yield some interesting results. The national sample which was constructed by the Educational Testing Service (ETS) is composed of full-time juniors and seniors from all types of institutions. ETS drew the sample from a pool of respondents who took CSQ-II between 1969 and 1971. Scale scores of UNC-G men and women are plotted with the national scores for juniors and seniors of both sexes to illustrate the similarities and differences between the two groups. Brief definitions of the various CSQ scale scores are noted in the preceeding pages. Because the sizes of the samples are relatively large (national males-1667; national females-1145; UNC-G males-117; UNC-G females-356), small differences in the means often become statistically significant.

SCALE SCORES FOR UNC-G MEN AND MEN IN THE NATIONAL SAMPLE



UNC-G men have higher scores which are significantly different than the national men on every scale except extracurricular involvement. Senior men on this campus appear to be generally more satisfied with college, more independent, more liberal and exhibit a higher level of cultural sophistication and social consciousness than was the case for junior and senior men several years ago.

SCALE SCORES FOR UNC-G WOMEN AND WOMEN IN THE NATIONAL SAMPLE

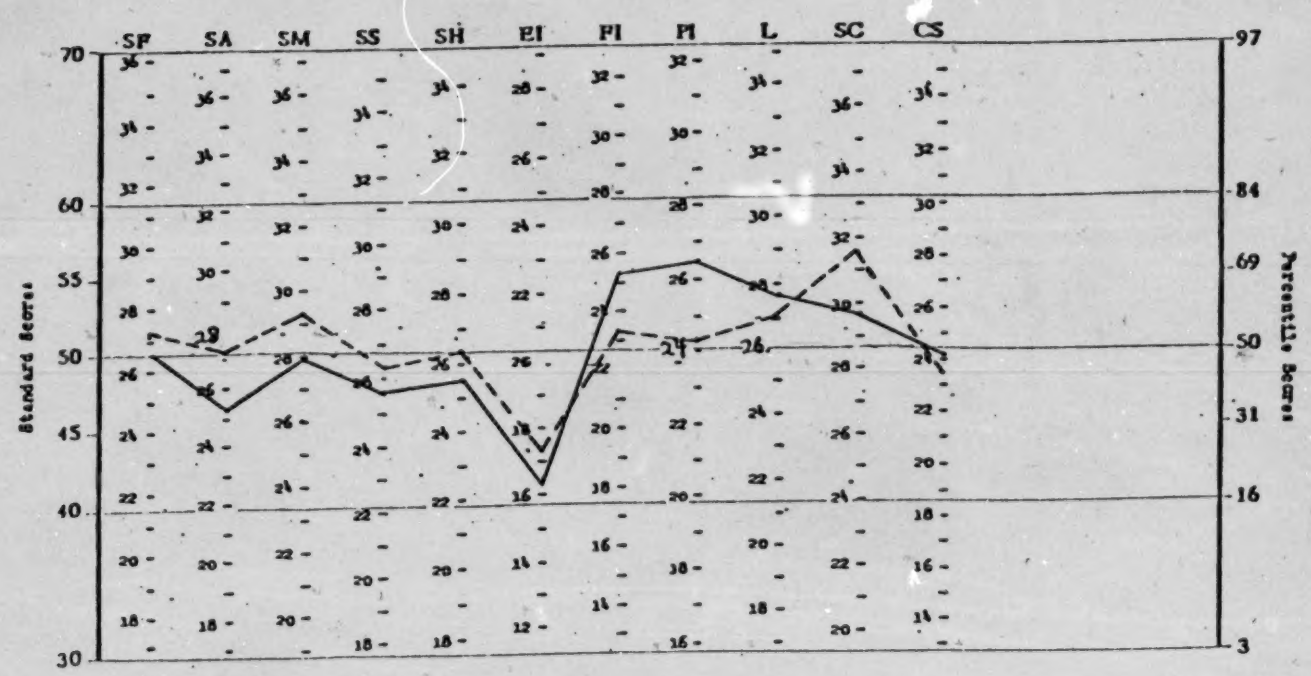


Senior women at UNC-G have higher scores than the national sample of women on all but three scales: extracurricular involvement, liberalism, and cultural sophistication. The distance between the two group means on scales measuring academic characteristics (Satisfaction with Faculty, Satisfaction with Administration, Satisfaction with Major, Satisfaction with Students, Study Habits, Extracurricular Involvement) is greater than the difference between the groups on scales measuring other characteristics.

One problem which cannot be discounted in comparing UNC-G and national samples is the two time periods during which the surveys were administered. While the statement can be made with validity that UNC-G seniors are more satisfied with their college experiences than juniors and seniors were six years ago, one cannot infer that seniors on this campus are necessarily more satisfied than seniors nationally this year. Whether or not juniors and seniors are the same now as they were from 1969 to 1971 is a matter of speculation.

The preceding problem illustrates the pitfalls of using scale scores to compare separate groups. The real value of the scales is apparent in comparing subgroups within the sample of UNC-G seniors where external contaminating factors are minimized. The graphs which follow plot the scale scores for various sub-groups of the senior class and outline the cases in which the groups differ significantly.

SCALE SCORES FOR UNC-G SENIORS BY SEX

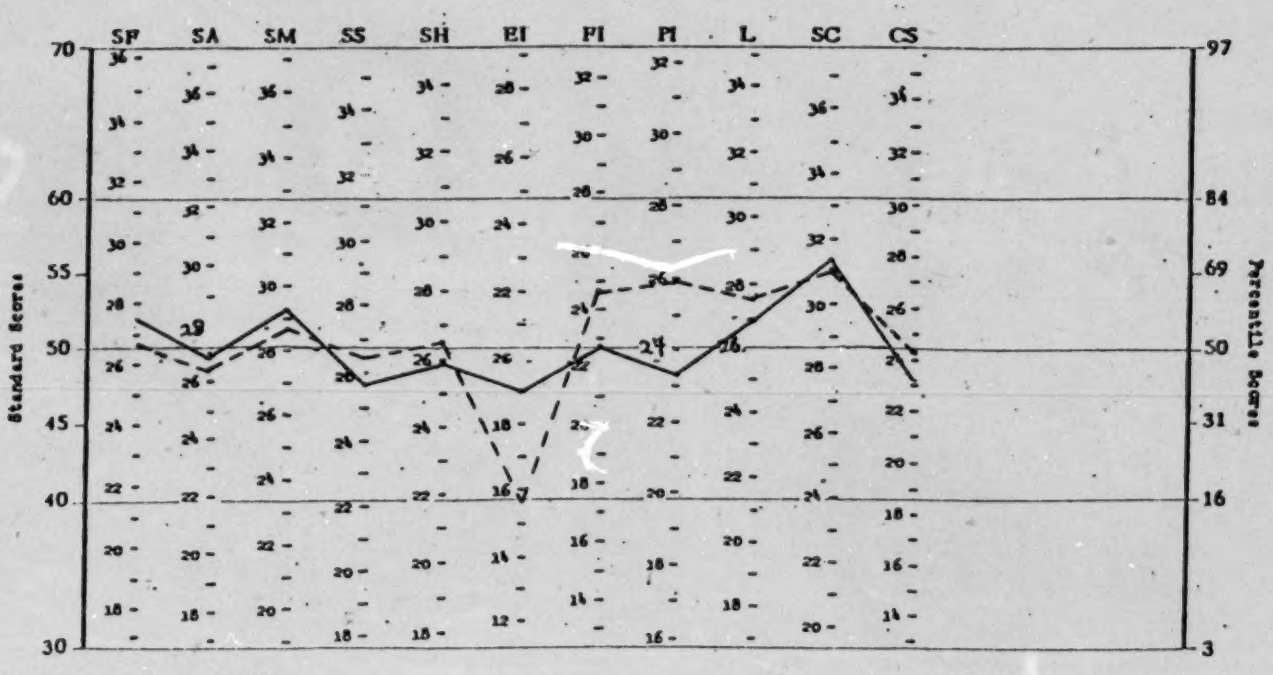


——— Male (n=117)

– – – – Female (n=350)

Significant differences between senior men and women occur on six scales: Satisfaction with Administration, Satisfaction with Major, Family Independence, Peer Independence, Social Consciousness (α=.01) and Extracurricular Involvement (α=.05). Women have more positive ratings than men on scales measuring their satisfaction with UNC-G, expecially in attitudes toward their major and the administration. Likewise, women exhibit stronger feelings on social issues than men do. Men are much less dependent than women on their family and friends.

SCALE SCORES FOR UNC-G SENIORS BY PLACE OF RESIDENCE

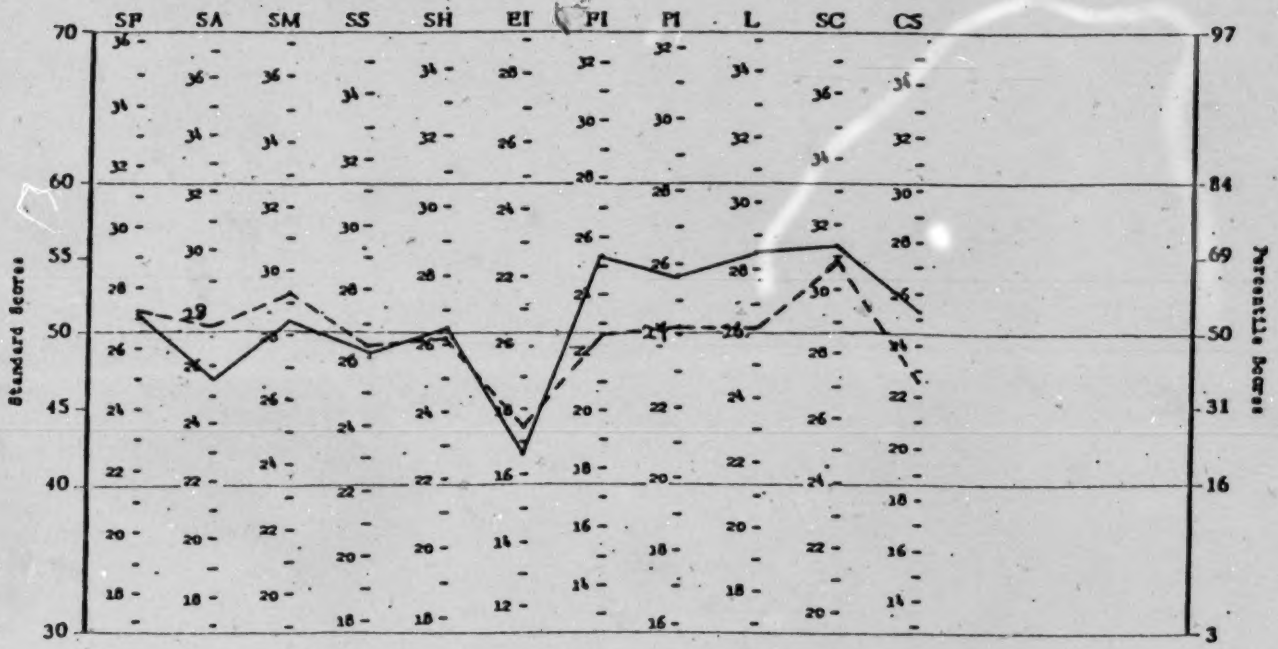


——— Dorm (n=214)

- - - - Off Campus (n=257)

Seniors living in residence halls and those living off campus differ significantly (α=.01) on three scales: Extracurricular Involvement, Family Independence and Peer Independence. Dorm seniors are predictably more involved in extracurricular activities on campus. Commuters are less dependent upon their parental family and friends as well as being out of touch with happenings on campus compared to dorm students. One reason for the differences between dorm residents and commuters is obvious: all of the married seniors live off-campus.

SCALE SCORES FOR UNC-G SENIORS BY MAJOR

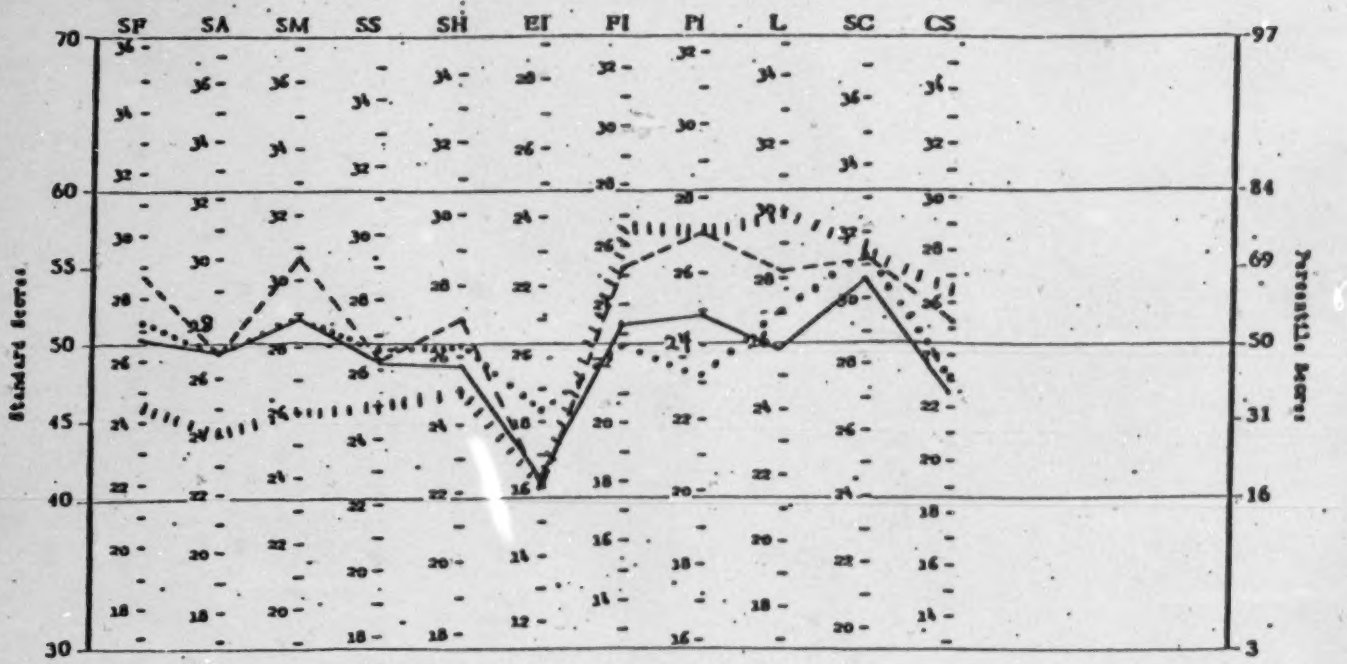


——— Arts & Sciences (n=191)

– – – Professional Schools (n=283)

Arts and Sciences majors differ significantly from those in professional schools on six of the eleven scales. On the four satisfaction scales, the groups differ only in the area of satisfaction with administration (α =.01). Professional school majors appear to be more content with administrative rules and regulations than Arts and Sciences majors are. Furthermore, seniors in professional schools are more actively involved (α =.05) in extracurricular activities as measured by the EI scale. The five scales measuring non-academic characteristics reveal significantly higher scores (α =.01) for Arts and Sciences majors on four of the five scales (Family Independence, Peer Independence, Liberalism, and Cultural Sophistication). Arts and Sciences majors are more independent of family and friends, more liberal and have a higher level of interest and sensitivity to cultural pursuits.

SCALE SCORES FOR UNC-G SENIORS BY STUDENT SUBCULTURE



—— Vocational: Education is for occupational training (N=124)

– – – Academic: Education is for intellectual enrichment (N=98)

····· Collegiate: Education is for social growth and development (N=189)

|||||| Nonconformist: Education is for learning to oppose conformity to established standards (N=37)

The four student subcultures as defined on page 25, differ significantly on seven of the eleven CSQ scales: Satisfaction with Faculty, Satisfaction with Major, Extracurricular Involvement, Family Independence, Peer Independence, Liberalism, and Cultural Sophistication ($\alpha = .01$). On all scales, the Nonconformist group is at one extreme. Predictably, the Academic subgroup has the highest degree of satisfaction with the faculty and their major while the Nonconformist group has the least. The Collegiate group stands out as being the most actively involved in extracurricular activities. The Collegiates are also most dependent of the groups on friends and family and the Nonconformists are the most independent. Furthermore, the Nonconformists are most liberal and have the highest Cultural Sophistication scores. By contrast, the Vocational subgroup is the most conservative and has the lowest CS scores.

Section II

Highlights and Data Tables

Data presented in this section focus on responses to questions concerning the satisfaction of students with UNC-G. Questions selected for this section are the individual items and local option questions of interest to Deans and Department Heads. In addition to total group analysis these questions are also analyzed by sub-groups - Male compared to female responses, Arts and Sciences majors compared to Professional School majors, and students living in residence halls compared to students living in non-university housing.

The Highlights discuss distribution of responses to the selected questions and identify questions on which the sub-groups differ significantly in their responses. The data tables present the total number and percentage of students selecting each alternative in a given question in the first and second columns. The percentage distribution of responses for each sub-group are reported in the remaining columns. Questions for which responses for comparable sub-groups differ significantly are indicated by asterisks noting the levels of significance for the chi square values ($*\leq .05$, $**\leq .01$, $***\leq .001$).

HIGHLIGHTS

Total Sample

- About a third (33%) of the sample decided on their major before they entered college (5 or more years ago). Another 38% decided on a major during their freshman or sophomore years (3 or 4 years ago). The remaining 29% selected their majors during the past two years. (Q. 18)

- Individuals cited as being most influential in the respondents' choices of a major were: high school teachers (20%), adult acquaintances (19%), college teachers (18%), close friends (13%), mother (20%), father (9%). (Q. 19)

- Most (85%) of the respondents' parents approve of their choice of a major. Less than 3% do not approve of their child's major and the remaining parents are indifferent or not aware of the major choice. (Q. 20)

- The mean number of majors seriously considered by CSQ respondents was two. About 60% of the sample made their decision from one or two likely majors. After seniors had decided on their major field of study, only about half the respondents stayed with their original choice. (Q. 21, Q. 49)

- The majority of the sample (63%) hope to attend graduate school at some time. Only 5% feel quite certain that they will never seek graduate training. (Q. 22)

- Half the seniors regarded the majority of their teachers as superior; a fourth of the respondents judged very few of their teachers to be superior. (Q. 55)

- Half the sample enjoyed their studies as much as they had anticipated. More than a third (37%) of the sample were disappointed in the amount of satisfaction they received from their academic work. (Q. 56)

- The majority of seniors (57%) are satisfied with the assistance they have received in educational and vocational planning. However, 17% of the sample are quite disappointed with UNC-G's help in this area. (Q. 57)

- Slightly more than half the sample (52%) indicated that they usually found their instructors and classes challenging. Less than 7% never felt challenged in class. (Q. 58)

- Seniors generally did not perceive themselves as having a strong voice in formulating administrative rules governing them. More than half (53%) characterized the students' role in formulating academic and other university policies as weak; 8% believe that students have no input at all into policy decisions affecting the. (Q. 59)

- About one student in eight in the sample admitted being bored in class nearly all the time. Conversely, 14% indicated that they were almost never bored with their classes. The majority of students (78%) found their major courses interesting. (Q. 60, Q. 125)

- The median cumulative grade point average reported by respondents in the sample was a B. Eighteen percent of the respondents had A- or A averages; 26% reported cumulative GPA's of C+ or lower. The majority of seniors (70%) are satisfied with their academic standing. (Q. 62, Q. 124)

- Most seniors (79%) reported that the majority of instructors they had during the past year knew them by name. Moreover, 60% of the sample had close, personal friendships with at least one faculty member on campus. (Q. 66, Q. 69, Q. 76)

- The majority of seniors (58%) believe that their professors accept or appreciate the open expression of ideas contrary to those taught in class. Nine percent of the students had had instructors whom they believed penalized student disagreement. (Q. 72)

- Students asked to judge the academic competence of their instructors generally gave them positive ratings. The majority (57%) of seniors had at least one professor during the past year whose qualifications and ability they questioned. However, 82% were satisfied with the professors in their major department. Furthermore, 91% were satisfied or quite pleased with the accessibility of professors after class. (Q. 73, Q. 126, Q. 74)

- Nearly a fifth of the sample (18%) believed that UNC-G considered them as just a number. About 43% feel that they are usually treated as individuals by the university. (Q. 75)

- Thirty-five percent of the sample agree that their major department tends to reward conformity and punish individualism. Conversely, 65% believe that their departments respect individualism. (Q. 120)

- The majority of seniors (70%) believe that students in their major are above average or among the brightest students on campus. Twenty-eight percent judge fellow students in their major to be about average at UNC-G. Less than 3% believe they are majoring in a department with below-average students. Furthermore, 53% of the seniors believe that their own major had high prestige among students at UNC-G. (Q. 121, Q. 128)

- Departmental course requirements are accepted as genuine learning incentives by 62% of the sample and viewed as merely initiation rituals by 38%. (Q. 122)

- Only 7% of the seniors in the sample have serious doubts whether their present major is the one they really want. Most (85%) feel confident that their choice of a major was the right one. (Q. 123)

Local Option Questions

- A question on educational plans seniors have for the Fall 1976 semester revealed that the majority of seniors (60%) do not plan to be enrolled in any institution in the fall. About 14% plan to continue work to finish their first undergraduate degree and an additional 3% plan to start work on a second B.A. Sixteen percent definitely plan to start graduate school and the remaining eight percent plan to enroll in school in the fall but are not certain of the specific institution in which they plan to continue their education. (Q. 201)

- About one senior in five (22%) does not plan to be working by November of 1976. Twenty-six percent of the sample either have a job or a definite offer and two percent plan to be self-employed. A relatively larger portion of the job-seekers in the sample (62%) had not found a job by the end of April. (Q. 202)

- The quality of faculty advising they received was satisfactory to 36% of the respondents, pleasing to 23% of the sample and disappointing to the remaining 41%. (Q. 203)

- Approximately 5/8 of the seniors (63%) in the sample had entered UNC-G as freshmen. Of the 37% who transferred here from other institutions, 15% came from two-year colleges and 22% left public and private four year schools to attend UNC-G. (Q. 204)

- The most frequently cited reasons transfer students gave for coming to UNC-G were graduation from a two-year school (38%), proximity to home (17%), change of major (18%), and the desire to attend a better university (9%). (Q. 205)

- An estimated 35% of the sample did not withdraw from a course during their work at UNC-G. O_ the 65% who had used the WP option, 38% used it once, 16% used the option twice, and 11% had received three or more WP's. (Q. 206)

- Of the 32% of the sample who were earning teacher certification, the majority (70%) described their classroom preparation for student teaching as effective. The majority (75%) of student teachers indicated that their readiness to student teach would be most improved by more field experience. The areas of classroom management (54%) and methods (27%) were most frequently cited as the ones which should have greater emphasis prior to student teaching. (Q. 207, Q. 208, Q. 209)

NOTE: The Highlights cite instances in which the response patterns of males and females differed significantly.

SEX

- Women are more likely than men to have made an early decision on their major field of study. Five or more years ago 24% of the males and 36% of the females had decided on their major. However, 39% of the males and 28% of the females chose their major within the past two years. (Q. 18)

- College and high school teachers were the people exerting the greatest influence on choice of major for 56% of the men but only 32% of the women. Parents were most influential for relatively more women (23%) than men (10%). (Q. 19)

- Parents of senior women tend to give stronger approval to their child's choice of major than is the case for parents of men. Most (91%) of the women indicate that their parents approve of their major while only 66% of the men indicated parental approval of their major. Relatively more parents of men (29%) than women (7%) are either indifferent or unaware of their child's major. (Q. 20)

- Men are somewhat more likely than women to seriously consider several possible majors before deciding on a field of study. About the same portion of men (20%) and women (19%) have only one strong interest for a major. However, 18% of the men and 9% of the women explored four or more possible majors. (Q. 21)

- Fewer men (36%) than women (52%) are involved in clubs or extracurricular activities associated with their major. (Q. 39)

- More senior women (15%) than men (5%) describe their instructors as completely successful in continously challenging their intellectual capacities. Relatively more men (10%) than women (6%) are at the other extreme, describing their instructors as totally unsuccessful in challenging them. (Q. 58)

- The majority of students (89%) believe they have some voice in formulating regulations affecting them. However, three times as many men (15%) as women (5%) hold the view that students are excluded from the decision-making process. (Q. 59)

- Women are more likely than men to have had professors whose evaluations of them indicated that they could succeed in the professor's field. However, the majority of both women (81%) and men (71%) had received evaluations from one or more of their professors suggesting they could be creative or make contributions in the professor's field. (Q. 61)

- The cumulative GPA reported by women was higher than that reported by men. Men had an average cumulative GPA of B- and women reported a B average GPA. Furthermore, a larger percentage of women (72%) than men (63%) feel satisfied with their academic standing. (Q. 62, Q. 124)

- Men were more likely than women to perceive outside pressures which adversely affected their education at UNC-G. Forty-eight percent of the men and 27% of the women indicated they were aware of moderate or strong pressures from outside the institution which compromised education at this institution. (Q. 71)

- Relatively more women (68%) than men (48%) feel that majors in their department have a moderate or strong sense of group spirit. More than a fourth of the men (29%) and only 10% of the women are not aware of such a feeling. (Q. 119)

- Senior men appear to be less satisfied than senior women with the lab facilities and course offerings in their majors. Nearly half the men (44%) and 28% of the women are dissatisfied with courses and facilities available to them. (Q. 127)

- The educational plans students had in April for this Fall indicate that relatively more men (57%) than women (35%) plan to be enrolled in school in Fall 1976. Men expecting to be enrolled are more likely to be finishing up their first B.A. (21%) or going to graduate school (19%). About the same number of women (11.5%) expect either to be finishing up their B. A. or going to graduate school. Excluding seniors who are returning in Fall 1976 as continuing undergraduates, 37% of the men and 24% of the women are going to graduate school. (Q. 201)

- Relatively more women (81%) than men (71%) plan to be employed during the Fall of 1976. Men (16%) were more likely than women (7%) to continue in their present job, while women (19%) were more likely than men (10%) to have accepted a new position. (Q. 202)

- More than half the men (54%) and a third of the women (31%) transferred to UNC-G after beginning their education elsewhere. Most of the men transferred from public four-year (19%) or two-year (18%) colleges. Women were most likely to have transferred from other four-year institutions (12%). (Q. 204)

- The primary reason both men (39%) and women (38%) gave for transferring were dissatisfaction with the former institution (14%), proximity to home (9%) or because UNC-G was considered better or less expensive than the former school (9%). (Q. 205)

NOTE: The Highlights cite instances in which the response patterns of Arts and Sciences and Professional Schools differed significantly.

MAJOR

- Arts and Science majors and seniors in professional schools are influenced by different types of people in making their selection of a major. Parents or adult friends are most influential in the choices of 52% of the professional majors and only 17% of those Arts and Sciences. High School and college teachers have the greatest influence on 62% of the Arts and Sciences majors and only 22% of majors in professional schools. (Q. 19)

- Relatively more parents of professional majors (91%) than Arts and Sciences majors (77%) approve of their child's choice of major. Parents of Arts and Sciences majors are more likely to be indifferent (17%) than to disapprove (5%) of what their sons and daughters are studying. (Q. 20)

- Arts and Sciences majors are somewhat more likely than those in professional schools to seriously consider several majors. Forty seven percent of Arts and Sciences majors investigated three or more possible majors, whereas 36% of the seniors in professional schools considered majors in three or more areas. (Q. 21)

- More Arts and Sciences majors have definite plans to attend graduate school (37%) than is the case for seniors in professional schools (20%). Seniors not interested in graduate training include 32% of the professional majors and 25% of Arts and Sciences students. (Q. 22)

- Relatively more of the students in professional schools than in Arts and Sciences believe they have some say in formulating regulations affecting them. Forty-two percent of the professional students and 32% of the Arts and Sciences majors describe student participation in policy-making as strong. (Q. 59)

- A feeling of "group spirit" is much more apparent to professional school majors than to majors in the Arts and Sciences. Forty percent of the professional school majors are aware of a strong sense of esprit de corps compared to 19% of the Arts and Sciences majors with such a feeling. (Q. 119)

- Majors from professional schools are more likely than Arts and Sciences majors to rate the prestige of their major as high. Fifty-nine percent of the professional students believe that their major generally has high prestige on campus, compared to 43% of the Arts and Sciences majors who feel that their major is regarded as prestigious. (Q. 128)

- Arts and Sciences majors (51%) are more likely than students from professional schools (33%) to be enrolled in school during the Fall 1976 semester. Seventeen percent of the Arts and Sciences students and 11% of those in professional schools expect to continue finishing work on their first B.A. Those having definite plans to attend graduate school include 18% from Arts and Sciences and 14% from professional school. Excluding seniors who are returning as undergraduates in the Fall 1976 semester, 29% of graduating seniors are planning to go to graduate school. (Q. 201)

- Proportionately twice as many Arts and Sciences students (32%) as professional school students (14%) do not plan to seek employment for the fall. The majority of both groups who want to work had not had a job offer as of April. However, 34% of the professional school seniors and 14% of those in Arts and Sciences had either accepted jobs or had definite offers. Thirteen percent of the professional school students and 4% of the Arts and Sciences majors planned to continue with their present job. (Q. 202)

- Of seniors who had withdrawn with a WP after the first four weeks of classes, about half (51%) of the Arts and Sciences students and a third (34%) of the Professional students had withdrawn from more than one course. (Q. 206)

Residence

- CSQ respondents had a fairly low rate of participation in professional organizations on campus, with 52% having no association at all with academic clubs. However, commuters (58%) were less likely than dorm residents (45%) to be involved in such organizations. (Q. 39)

- Town students tended to view students as more influential in formulating campus rules and regulations than dorm residents. Students' roles in making policy decisions were described as weak or absent by 58% of the town students and 65% of the dorm residents. (Q. 59)

- Dorm residents (29%) are more likely than town students (18%) to have had several professors who encouraged them to pursue a career in the professor's field of study. (Q. 61)

- A slightly higher percentage of town students (21%) than dorm residents (16%) report that they had a cumulative A average. However, more town students (15%) than dorm residents (11%) also reported averages of C or lower. (Q. 62)

- Dorm students appear to be more likely than town students to develop close friendships with students who are not in their major. Three-fourths of the town students and 64% of the dorm residents have best friends in their major field of study. (Q. 129)

- More town students (20%) than dorm residents (13%) expect to be either continuing or second degree undergraduates in the Fall 1976 semester. One-fourth of the town students and 23% of the dorm residents had plans to attend graduate school in the Fall. Relatively more dorm residents (66%) than town students (54%) do not plan to be enrolled in college in the Fall. (Q. 201)

- More commuters (14%) than dorm students (4%) planned to continue working in the job they had during the Spring semester. Considering job seekers only, 44% of the dorm students and 33% of the town students had jobs or job offers for the Fall. (Q. 202)

- Most of the transfer students live off-campus. Of those who entered UNC-G after starting their education elsewhere, 64% were town students and 36% lived in dormitories. (Q. 204)

- Transfer students who lived in dormitories were most likely to come to UNC-G because of graduation from a two-year school (55%) or a change in major (22%). Transfer students living in town were most likely to come to UNC-G because of its proximity to home (28%) or because of graduation from a two-year school (27%). (Q. 205)

COLLEGE STUDENT QUESTIONNAIRE, PART II

Data Tables

	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
18. How long ago did you decide on this field? Do not consider specialties within a field (e.g., teaching or engineering specialties).	(N=467)		(N=117)	*(N=348)	(N=190)	(N=277)	(N=210)	(N=251)
1. In the past six months	5	1.1	0.9	1.1	1.1	1.1	1.0	0.8
2. Between six months and a year ago	6	1.3	3.4	0.6	2.1	0.7	1.0	1.6
3. About a year ago	17	3.6	4.3	3.2	4.2	3.2	2.4	4.4
4. About two years ago	107	22.9	29.9	20.4	24.2	22.0	24.8	21.9
5. Three years ago	90	19.3	16.2	20.4	20.5	18.4	18.6	19.1
6. Four years ago	88	18.8	21.4	18.1	18.4	19.1	21.9	16.7
7. Five to seven years ago	95	20.3	15.4	22.1	20.5	20.2	20.5	20.3
8. More than seven years ago	59	12.6	8.5	14.1	8.9	15.2	10.0	15.1
19. Of the following, who would you say influenced you the most in your choice of major field (regardless of how tentative your choice is)?	(N=428)		(N-105)	*** (N=321)	(N=172)	*** (N=256)	(N=194)	(N=228)
1. Father	37	8.6	3.8	10.3	2.3	12.9	11.9	6.1
2. Mother	46	10.7	5.7	12.5	3.5	15.6	12.9	8.8
3. Other adult acquaintance(s)	80	18.7	20.0	18.4	11.0	23.8	17.5	20.2
4. Elementary school teacher(s) and/or principal	17	4.0	-	5.3	2.3	5.1	3.1	4.8
5. High school teacher(s)	84	19.6	25.0	17.8	32.0	11.3	17.0	21.1
6. High school counselor, dean or principal	3	0.7	-	0.9	-	1.2	1.0	0.4
7. College teacher(s)	78	18.2	30.5	13.7	30.2	10.2	20.1	16.7
8. College counselor, dean or other non-teacher	29	6.8	5.7	7.2	6.4	7.0	5.7	7.9
9. Close friend(s)	54	12.6	8.6	14.0	12.2	12.9	10.8	14.0
20. How do your parents (or guardians) feel about the major field you have chosen or are presently considering?	(N=458)		(N=113)	** (N=343)	(N=186)	*** (N=272)	(N=210)	(N=244)
1. They strongly approve	306	66.8	44.2	74.3	51.6	77.2	70.0	63.9
2. They mildly approve	82	17.9	22.1	16.6	25.3	12.9	15.7	19.7
3. They are indifferent	48	10.5	23.9	5.8	16.7	6.3	10.0	11.1
4. They disapprove of my choice somewhat	11	2.4	4.4	1.7	4.3	1.1	1.9	2.9
5. They strongly disapprove	2	0.4	-	0.6	0.5	0.4	1.0	0.0
6. They are not aware of my present thinking on this matter	9	2.0	5.3	0.9	1.6	2.2	1.4	2.5

Chi Square = *≤.05
**≤.01
***≤.001

	UNC-G TOTAL		SEX			SCHOOL			RESIDENCE	
	N	%	MALE %		FEMALE %	ARTS & SCIENCES %		PROF. SCHOOLS %	DORM %	TOWN %
21. When you made your present choice of major, from how many possible fields did you choose; i.e., as well as you can remember, how many fields were you interested in when you decided (however tentatively) on your present choice? If you are presently trying to decide on a major, how many different fields are you considering?	(N=467)		(N=118)	*	(N=351)	(N=191)	*	(N=280)	(N=213)	(N=252)
1. One—the only field I have ever really been interested in	88	18.7	19.5		18.5	14.7		21.4	17.8	19.4
2. Two	193	41.0	33.9		43.3	38.2		42.9	41.3	40.9
3. Three	137	29.1	28.8		29.1	31.9		27.1	32.4	26.2
4. Four or more	53	11.3	17.8		9.1	15.2		8.6	8.5	13.5
22. After obtaining your bachelor's degree, do you expect to continue your education in a graduate or a professional school?	(N=467)		(N=118)		(N=347)	(N=191)	**	(N=276)	(N=208)	(N=253)
1. Definitely yes	127	27.2	30.5		25.9	37.2		20.3	30.3	24.1
2. Probably yes	166	35.5	28.0		38.0	30.9		38.8	35.1	36.0
3. Probably not (skip to question 26)	112	24.0	26.3		23.3	19.9		26.8	21.2	26.9
4. Definitely not (skip to question 26)	23	4.9	6.8		4.3	4.7		5.1	4.3	5.5
5. Haven't thought enough about this matter to say (skip to question 26)	39	8.4	8.5		8.4	7.3		9.1	9.1	7.5
23. If you are planning to go on to a *professional* school after receiving your bachelor's degree, what kind of school will it be according to your present thinking?	(N=273)		(N=62)		(N=209)	(N=116)	***	(N=157)	(N=128)	(N=142)
1. Architecture	4	1.5	-		1.9	2.6		0.6	1.6	1.4
2. Business	23	8.4	12.9		7.2	3.4		12.1	7.0	9.2
3. Education	49	17.9	9.7		20.6	10.3		23.6	21.9	14.8
4. Engineering	3	1.1	3.2		0.5	0.9		1.3	0.0	2.1
5. Law	14	5.1	9.7		3.8	5.2		5.1	3.1	6.3
6. Medical	28	10.3	11.3		10.0	9.5		10.8	10.9	9.2
7. Social work	9	3.3	4.8		2.9	7.8		-	1.6	4.9
8. Speech, drama, music, or other performing art school	24	8.8	6.5		9.6	8.6		8.9	7.8	9.9
9. Other professional or graduate school	119	43.6	41.9		43.5	51.7		37.6	46.1	42.3

Chi Square = * ≤.05
** ≤.01
*** ≤.001

	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
39. To what extent in the past year have you participated in the activities of on-campus professional organizations or organizations primarily for students in your field of major academic or career interest (e.g., American Society for Public Administration, teacher organizations, various engineer-major societies, etc.)?	(N=477)		(N=119)	* (N=356)	(N=192)	(N=285)	(N=215)	**(N=257)
1. Not at all	249	52.2	63.9	48.3	57.3	48.8	44.7	58.4
2. To a small extent	139	29.1	21.0	31.7	26.0	31.2	30.2	28.0
3. Fairly extensively	57	11.9	9.2	12.9	11.5	12.3	16.3	8.6
4. Very extensively	32	6.7	5.9	7.0	5.2	7.7	8.8	5.1
49. Have you changed your plans about major field of study since you entered college (all colleges you have attended)? Do not consider changes in specialty within a given field.	(N=477)		(N=119)		(N=192)	(N=285)	(N=215)	(N=257)
1. No, because I have not yet made serious plans about a major field of study	3	0.6	-	0.8	-	1.1	0.9	0.4
2. No, my original plans about major field of study have not changed	238	49.9	49.6	50.3	50.5	49.5	51.6	49.0
3. Yes, I have changed plans once	154	32.3	27.7	33.4	29.7	34.0	32.6	31.9
4. I have changed plans twice	60	12.6	15.1	11.8	14.6	11.2	13.5	12.1
5. Three times	12	2.5	4.2	2.0	2.1	2.8	0.5	3.5
6. I have changed plans more than three times	10	2.1	3.4	1.7	3.1	1.4	0.9	3.1
55. What proportion of the faculty members who have taught you during the past year would you say are superior teachers?	(N=477)		(N=119)	(N=356)	(N=192)	** (N=285)	(N=215)	(N=257)
1. Very few	118	24.7	23.5	25.0	25.0	24.6	23.3	26.5
2. Less than half	125	26.2	25.2	26.7	20.8	29.8	27.0	25.7
3. More than half	148	31.0	37.8	28.9	39.1	25.6	30.2	31.5
4. Almost all	86	18.0	13.4	19.4	15.1	20.0	19.5	16.3

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*** ≤.001

	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
56. In general, are you enjoying your studies in college this term as much as you had expected to?	(N=474)		(N=117)	(N=355)	(N=190)	(N=284)	(N=214)	(N=255)
1. No, I am definitely enjoying them less than I had expected	94	19.8	23.1	18.6	19.5	20.1	21.5	18.4
2. No, but I am only mildly disappointed	81	17.1	20.5	16.1	22.6	13.4	15.0	19.2
3. My expectations for this term are reasonably well satisfied	237	50.0	47.0	51.0	45.3	53.2	49.5	50.2
4. I am enjoying my studies this term much more than I had expected	62	13.1	9.4	14.0	12.6	13.4	14.0	12.2
57. How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you have received at this college (from teachers, counselors, deans, etc.)?	(N=463)		(N-116)	(N=345)	(N=188)	(N=275)	(N=210)	(N=248)
1. Very dissatisfied	78	16.8	19.0	16.2	19.1	15.3	14.8	19.0
2. Somewhat dissatisfied	123	26.6	26.7	26.4	25.5	27.3	22.4	29.8
3. Fairly satisfied	181	39.1	36.2	40.3	38.8	39.3	41.9	37.1
4. Very satisfied	81	17.5	18.1	17.1	16.5	18.2	21.0	14.1
58. So far this year how successful would you say your instructors at this college have been in challenging you to produce to the limit of your intellectual and creative capacities?	(N=470)		(N=118)	* (N=351)	(N=191)	(N=279)	(N=212)	(N=254)
1. They have been wholly unsuccessful	32	6.8	10.2	5.7	8.4	5.7	5.7	7.9
2. Several have been somewhat successful	194	41.3	43.2	40.7	40.3	41.9	40.1	42.1
3. Several have been quite successful	185	39.4	41.5	38.7	40.8	38.4	39.2	39.8
4. Almost all have succeeded in continuously challenging my intellectual capacities	59	12.6	5.1	14.8	10.5	14.0	15.1	10.2
59. Would you say that individual students on this campus have a voice in formulating the regulations which affect them?	(N=451)		(N=117)	**(N=332)	(N=181) *	(N=270)	(N=209)	***(N=237
1. No, they have no voice	37	8.2	15.4	5.4	12.2	5.6	5.7	10.5
2. They have a rather weak voice	241	53.4	49.6	54.8	55.8	51.9	59.8	47.7
3. A moderately strong voice	161	35.7	32.5	37.0	30.4	39.3	29.7	40.9
4. Yes, a very strong voice	12	2.7	2.6	2.7	1.7	3.3	4.8	0.8

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	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
60. Do you find yourself bored in class these days?	(N=474)		(N=118)	(N=354)	(N=192)	(N=282)	(N=213)	(N=256)
1. Almost all of the time	60	12.7	16.9	11.0	9.4	14.9	14.6	10.9
2. Fairly often	130	27.4	22.0	29.4	30.7	25.2	29.1	26.2
3. Occasionally	217	45.8	45.8	45.8	44.8	46.5	43.2	48.0
4. Almost never	67	14.1	15.3	13.8	15.1	13.5	13.1	14.8
61. How many faculty members at this college have provided personal evaluations of your work which made you think that you might become a creative or productive worker in their fields?	(N=471)		(N=116)	* (N=353)	(N=190)	(N=281)	(N=211)	* (N=255
1. None	100	21.2	29.3	18.7	25.8	18.1	19.4	22.4
2. One	79	16.8	16.4	17.0	18.4	15.7	15.6	18.0
3. Two or three	184	39.1	38.8	39.1	37.9	39.9	36.0	41.6
4. More than three	108	22.9	15.5	25.2	17.9	26.3	28.9	18.0
62. What is your approximate over-all (cumulative) grade average since you have been in college? Make a letter grade estimate from whatever grading system is used at your college. (Mark only one)	(N=473)		(N=119)	* (N=352)	(N=189)	* (N=284)	(N=212)	* (N=256
1. D+ or lower	2	0.4	-	0.6	-	0.7	0.5	0.4
2. C−	8	1.7	1.7	1.7	3.2	0.7	1.4	1.6
3. C	53	11.2	15.1	9.7	13.8	9.5	9.4	12.5
4. C+	62	13.1	20.2	10.8	12.2	13.7	10.8	15.2
5. B−	81	17.1	18.5	16.8	14.3	19.0	19.8	14.8
6. B	93	19.7	13.4	21.6	17.5	21.1	25.5	15.2
7. B+	86	18.2	19.3	17.9	15.9	19.7	16.5	19.1
8. A−	54	11.4	8.4	12.5	12.2	10.9	8.0	14.5
9. A	34	7.2	3.4	8.5	11.1	4.6	8.0	6.6
6. Of the instructors you have had this past year, about what proportion would you say came to know you by name?	(N=469)		(N=116)	(N=351)	(N=187)	(N=282)	(N=209)	(N=255)
1. Almost none	23	4.9	21.7	5.1	5.9	4.3	4.8	5.1
2. Less than half	76	16.2	28.0	15.4	19.8	13.8	20.6	12.5
3. More than half	110	23.5	29.4	21.9	18.2	27.0	19.6	26.7
4. Almost all	260	55.4	22.3	57.5	56.1	55.0	55.0	55.7

Chi Square= * ≤.05
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*** ≤.001

	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
69. During the present term, would you say that you have a close, personal relationship with any of the faculty at this college?	(N=473)		(N=118)	(N=353)	(N=190)	(N=283)	(N=213)	(N=255)
1. No, with none	191	40.4	41.5	40.2	37.4	42.4	37.6	42.7
2. Yes, with one	151	31.9	38.1	29.7	34.2	30.4	31.5	32.5
3. Yes, with two	60	12.7	8.5	13.9	13.2	12.4	13.6	11.8
4. Yes, with more than two faculty members	71	15.0	11.9	16.1	15.3	14.8	17.4	12.9
70. Have you had the feeling in the past year or so that some of your instructors have judged (e.g., graded) you more on the basis of extraneous or irrelevant factors than on the basis of the quality of your work?	(N=473)		(N=118)	(N=353)	(N=190)	(N=283)	(N=212)	(N=256)
1. Quite often	46	9.7	11.0	9.1	8.9	10.2	9.4	10.2
2. Once in a while	178	37.6	38.1	37.4	33.7	40.3	36.8	37.5
3. Very rarely	167	35.3	38.1	34.6	38.4	33.2	36.3	34.8
4. Never	32	17.3	12.7	19.0	18.9	16.3	17.5	17.6
71. To what extent would you say this institution is under pressure from outside sources to offer a kind of educational experience which is *contrary* to the kind of educational experience you are seeking?	(N=450)		(N=115)	*** (N=334)	(N=182)	* (N=268)	(N=197)	(N=248)
1. There are very strong pressures of which I disapprove	52	11.6	22.6	7.8	15.4	9.0	11.2	12.1
2. There are moderate pressures of which I disapprove	97	21.6	26.1	20.1	24.2	19.8	20.3	22.2
3. There are pressures, but they are weak	52	11.6	10.4	12.0	8.2	13.8	11.2	12.1
4. I am aware of no such outside influence	249	55.3	40.9	60.2	52.2	57.5	57.4	53.6
72. What has been your general impression of the tolerance for student argument and disagreement on the part of the instructors you have come in contact with this year?	(N=466)		(N=117)	(N=347)	(N=190)	(N=276)	(N=207)	(N=254)
1. Some of them have definitely penalized student disagreement	43	9.2	11.1	8.4	8.9	9.4	8.2	10.2
2. Some of them have not particularly welcomed disagreement	151	32.4	29.1	33.7	27.9	35.5	35.7	29.5
3. Most of them have accepted student disagreement	186	39.9	35.9	41.5	40.5	39.5	39.1	40.9
4. Most of them have definitely valued and encouraged reasonable student disagreement	86	18.5	23.9	16.4	22.6	15.6	16.9	19.3

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	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
73. During the past academic year, how *competent*, in your opinion, have you found your instructors to be in their own special fields?	(N=475)		(N=118)	(N=355)	(N=191)	(N=284)	(N=214)	(N=256)
1. I felt that several were not sufficiently competent	27	5.7	4.2	6.2	4.7	6.3	3.7	7.4
2. I felt that two or three were not sufficiently competent	112	23.6	20.3	24.8	23.0	23.9	24.8	23.0
3. One was not sufficiently competent	131	27.6	22.9	29.3	27.2	27.8	24.8	30.1
4. All were competent in my judgment	205	43.2	52.5	39.7	45.0	41.9	46.7	39.5
74. On the whole, how satisfied are you with the opportunity you have had in the past year to meet with your instructors privately about course work and your own progress?	(N=472)		(N=119)	(N=351)	(N=191)	(N=281)	(N=213)	(N=253)
1. Mostly dissatisfied	43	9.1	10.9	8.5	6.3	11.0	8.0	9.9
2. Fairly satisfied	151	32.0	30.3	32.5	33.0	31.3	31.9	32.8
3. Quite satisfied	188	39.8	41.2	39.6	39.3	40.2	39.0	40.3
4. Extremely satisfied	90	19.1	17.6	19.4	21.5	17.4	21.1	17.0
75. To what extent would you say this college recognizes and is interested in you as an individual person?	(N=473)		(N=118)	(N=353)	(N=191)	(N=282)	(N=214)	(N=254)
1. I feel that at this institution I am little more than a number on an IBM card	86	18.2	19.5	17.8	16.8	19.1	18.7	17.7
2. Very seldom am I aware of interest in me as an individual	186	39.3	41.5	38.5	42.4	37.2	38.8	39.8
3. Frequently I *am* aware of such an interest	160	33.8	31.4	34.6	33.5	34.0	30.8	36.6
4. Many persons and organizations on this campus continually express interest in me as an individual	41	8.7	7.6	9.1	7.3	9.6	11.7	5.9
76. At the present time are there any faculty members at this college to whom you feel particularly responsible and whom you believe feel particularly responsible for you?	(N=467)		(N=117)	(N=348)	(N=190)	(N=277)	(N=211)	(N=251)
1. No, there aren't any	203	43.5	42.7	43.7	43.7	43.3	41.2	45.0
2. Yes, there is one	121	25.9	28.2	25.0	24.7	26.7	28.9	23.5
3. There are two	70	15.0	18.8	13.8	15.8	14.4	14.2	15.9
4. There are more than two	73	15.6	10.3	17.5	15.8	15.5	15.6	15.5

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	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
119. Would you say there is anything approaching a "group spirit" or a feeling of common identity among the students in your department?	(N=464)		(N=118)	***(N=355)	(N=118) ***	(N=276)	(N=206)	(N=252)
1. No, practically none	69	14.9	11.0	4.5	18.1	12.7	14.6	15.1
2. Yes, but it is rather weak	103	22.2	22.0	20.0	31.4	15.9	23.3	21.8
3. Yes, to a moderate degree	145	31.3	46.6	52.1	31.9	30.8	26.2	34.5
4. Yes, it is quite strong	147	31.7	20.3	23.4	18.6	40.6	35.9	28.6
120. Would you agree that the department or division in which you are doing your major work tends to reward conformity and punish individualism?	(N=454)		(N=115)	(N=337)	(N=182)	(N=272)	(N=205)	(N=244)
1. Strongly agree	43	9.5	8.7	9.8	6.0	11.8	10.2	9.0
2. Agree, but not strongly	116	25.6	27.8	24.3	25.8	25.4	28.3	23.4
3. Disagree, but not strongly	173	38.1	36.5	38.9	37.9	38.2	35.1	41.0
4. Strongly disagree	122	26.9	27.0	27.0	30.2	24.6	26.3	26.6
121. What is your general impression of the intellectual ability of most of the students in your major department or division?	(N=460)		(N=116)	(N=342)	(N=185)	(N=275)	(N=206)	(N=248)
1. Most of them are below the average at this college	12	2.6	4.3	2.0	3.2	2.2	2.9	2.4
2. Most of them are near the average at this college	128	27.8	25.0	28.7	25.4	29.5	24.3	31.0
3. Most of them are above the average at this college	276	60.0	57.8	60.8	58.4	61.1	65.0	56.0
4. The students in my field are among the brightest on this campus	44	9.6	12.9	8.5	13.0	7.3	7.8	10.5
122. Would you agree that the division in which you are doing your major work has too many purely formal requirements which are more in the nature of initiation ritual's than of genuine learning incentives?	(N=457)		(N=115)	(N=340)	(N=186)	(N=271)	(N=204)	(N=249)
1. Strongly agree	66	14.4	10.4	15.9	11.3	16.6	13.2	15.7
2. Agree, but not strongly	110	24.1	20.0	25.3	19.9	26.9	24.0	23.7
3. Disagree, but not strongly	136	29.8	37.4	27.4	32.8	27.7	31.4	28.5
4. Strongly disagree	145	31.7	32.2	31.5	36.0	28.8	31.4	32.1

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	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
123. How certain are you that your present major field is the one you really want?	(N=465)		(N=118)	(N=345)	(N=188)	(N=277)	(N=207)	(N=252)
1. Very uncertain	34	7.3	8.5	7.0	8.0	6.9	8.7	6.3
2. Somewhat uncertain	35	7.5	11.0	6.4	9.6	6.1	7.2	7.9
3. Fairly certain	129	27.7	28.0	27.5	30.9	25.6	27.5	27.0
4. Very certain	267	57.4	52.5	59.1	51.6	61.4	56.5	58.7
124. In your major department, how satisfied are you with your present academic standing insofar as you can estimate it?	(N=463)		(N=118) *	(N=343)	(N=188)	(N=275)	(N=205)	(N=252)
1. Very dissatisfied	27	5.8	10.2	4.4	6.9	5.1	4.4	6.7
2. Somewhat dissatisfied	112	24.2	27.1	23.3	29.3	20.7	22.9	25.0
3. Fairly satisfied	215	46.4	45.8	46.4	40.4	50.5	49.8	44.0
4. Very satisfied	109	23.5	16.9	25.9	23.4	23.6	22.9	24.2
125. So far this term how interesting have you found the course work in your major field?	(N=258)		(N=117)	(N=339)	(N=184)	(N=374)	(N=202)	(N=250)
1. Rather dull for the most part	32	7.0	10.3	5.9	8.2	6.2	4.5	8.8
2. So-so	68	14.8	14.5	15.0	17.4	13.1	16.3	13.6
3. Fairly interesting	182	39.7	41.9	38.9	37.0	41.6	39.6	40.0
4. Very interesting	176	38.4	33.3	40.1	37.5	39.1	39.6	37.6
126. In relation to the kind of education you are seeking, how satisfied are you so far with the various competencies and specialties of the faculty in your present major field?	(N=462)		(N=118)	(N=342)	(N=187)	(N=275)	(N=205)	(N=251)
1. Very dissatisfied	17	3.7	5.1	3.2	3.7	3.6	2.4	4.8
2. Somewhat dissatisfied	68	14.7	16.1	14.0	13.9	15.3	13.7	15.5
3. Fairly satisfied	209	45.2	46.6	45.0	46.0	44.7	42.9	47.4
4. Very satisfied	168	36.4	32.2	37.7	36.4	36.4	41.0	32.3
127. In relation to the kind of education you are seeking, how adequate would you say is the choice of courses and the availability of suitable facilities (e.g., laboratory) in your present major department?	(N=461)		(N=118) **	(N=341)	(N=187)	(N=274)	(N=205)	(N=250)
1. Very inadequate	40	8.7	12.7	7.3	11.8	6.6	8.3	9.2
2. Somewhat inadequate	108	23.4	31.4	20.8	24.1	23.0	18.5	26.8
3. Fairly adequate	222	48.2	41.5	50.1	46.5	49.3	49.3	48.0
4. Very adequate	91	19.7	14.4	21.7	17.6	21.2	23.9	16.0

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	UNC-G TOTAL		SEX		SCHOOL			RESIDENCE		
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %		PROF. SCHOOLS %	DORM %		TOWN %
128. Would you say that the major department or specialty you are in has prestige among this student body as a whole?	(N=452)		(N=114)	(N=337)	(N=183)	***	(N=269)	(N=201)	*	(N=245)
1. It does not have the prestige that most other majors or specialties have	60	13.3	17.5	11.9	16.4		11.2	13.9		12.7
2. Its prestige is neither particularly high nor particularly low	154	34.1	31.6	35.0	40.4		29.7	30.3		37.6
3. Its prestige is fairly high	168	37.2	36.8	37.4	34.4		39.0	35.3		38.4
4. It has a great deal of prestige on this campus	70	15.5	14.0	15.7	8.7		20.1	20.4		11.4
129. How many of your three best friends at this college have the same major that you have?	(N=453)		(N=112)	(N=340)	(N=181)	***	(N=272)	(N=202)	***	(N=246)
1. None	137	30.2	32.1	29.7	41.4		22.8	35.6		24.8
2. One	121	26.7	29.5	25.6	27.6		26.1	31.7		23.2
3. Two	97	21.4	20.5	21.8	14.9		25.7	16.3		25.6
4. Three	98	21.6	17.9	22.9	16.0		25.4	16.3		26.4
130. How much influence did your occupational (career) plans have on the selection of your major field?	(N=455)		(N=116)	(N=337)	(N=182)	***	(N=273)	(N=201)		(N=248)
1. Major determined entirely by occupational plans	175	38.5	35.3	39.5	23.1		48.7	40.3		37.5
2. Major strongly influenced by occupational plans	133	29.2	28.4	29.7	25.3		31.9	31.3		27.8
3. Major somewhat influenced by occupational plans	79	17.4	19.0	16.6	25.8		11.7	16.9		17.7
4. Major not influenced by occupational plans	68	14.9	17.2	14.2	25.8		7.7	11.4		16.9

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	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
201. What are your educational plans for the Fall 1976 semester?	(N=457)		(N=117) ***	(N=340)	(N=187) ***	(N=271)	(N=203) *	(N=250)
1. I do not plan to be enrolled at any institution.	272	59.5	43.6	65.0	49.2	66.8	65.5	54.4
2. I plan to continue working on my first B.A. here.	63	13.8	20.5	11.5	17.6	11.1	9.9	17.2
3. I plan to work toward a second B.A. here.	9	2.0	4.3	1.2	3.7	0.7	1.0	2.4
4. I plan to work toward a second B.A. elsewhere.	6	1.3	2.6	0.9	1.1	1.5	2.0	0.8
5. I plan to enroll in graduate school here.	19	4.2	6.0	3.5	4.3	4.1	4.4	4.0
6. I plan to enroll in graduate school elsewhere.	35	7.7	12.0	6.2	11.8	4.8	7.4	8.0
7. I plan to enroll as a part-time graduate student here.	8	1.8	1.7	1.8	1.1	2.2	0.5	2.8
8. I plan to enroll as a part-time graduate student elsewhere.	9	2.0	-	2.6	1.1	2.6	3.4	0.8
9. I plan to enroll at some school, but my plans are not definite at this time.	36	7.9	9.4	7.4	10.2	6.3	5.9	9.6
202. What do you expect your employment situation to be as of November 1976?	(N=451)		(N=115) **	(N=336)	(N=185) ***	(N=267)	(N=200) ***	(N=247)
1. I have no plans for employment.	97	21.5	28.7	19.0	31.9	14.2	15.5	26.3
2. I plan to continue in my present employment.	43	9.5	15.7	7.4	4.3	13.1	4.0	14.2
3. I have accepted a permanent job.	60	13.3	7.0	15.5	3.2	20.2	16.5	10.9
4. I have accepted a temporary job	16	3.5	2.6	3.9	2.7	4.1	4.5	2.8
5. I have had offers for a permanent job but have made no decision.	40	8.9	7.8	9.2	7.6	9.7	13.0	5.3
6. I am looking for a job but have had no offers.	133	29.5	22.6	31.8	33.5	27.0	32.5	26.7
7. I plan to begin looking for a job.	52	11.5	13.0	11.0	13.0	10.5	11.0	12.1
8. I will be self-employed.	10	2.2	2.6	2.1	3.8	1.1	3.0	1.6

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203. The following alternatives give you the opportunity to express your expectations regarding the quality of faculty advising and the level of faculty advising you feel that you actually received. Each alternative is a combination of a statement about each of these two points. (Choose only one.)

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	(N=451)		(N=117)	(N=334)	(N=186)	(N=266)	(N=199)	(N=248)
My expectations were minimal...								
1. and I received very little faculty advising.	29	6.4	7.7	6.0	8.1	5.3	4.5	8.1
2. but I was satisfied with faculty advising.	38	8.4	12.8	6.9	9.1	7.9	9.0	8.1
3. but I was very pleased with faculty advising.	15	3.3	4.3	3.0	2.7	3.8	2.5	4.0
My expectations were moderate...								
4. but I received very little faculty advising.	93	20.6	25.6	18.9	22.6	19.5	18.1	23.4
5. and I was satisfied with faculty advising.	99	22.0	20.5	22.5	22.6	21.4	22.1	21.4
6. but I was very pleased with faculty advising.	55	12.2	6.8	14.1	9.7	13.9	14.1	10.9
My expectations were high...								
7. but I received very little faculty advising.	61	13.5	9.4	15.0	13.4	13.5	13.1	13.7
8. and I was satisfied with faculty advising.	26	5.8	6.8	5.4	4.3	6.8	7.0	4.8
9. and I was very pleased with faculty advising.	35	7.8	6.0	8.4	7.5	7.9	9.5	5.6

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	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
204. Did you enter UNC-G as a freshman or did you transfer here from another college?	(N=449)		(N=115)	*** (N=334)	(N=187)	(N=263)	(N=200)	*** (N=246)
1. I entered UNC-G as a freshman.	282	62.8	46.1	68.6	62.0	63.1	70.5	56.5
2. I transferred from a two-year public college.	47	10.5	18.3	7.8	10.7	10.6	10.5	11.0
3. I transferred from a two-year private college.	22	4.9	5.2	4.8	3.7	5.7	7.0	3.3
4. I transferred from a four-year public college.	62	13.8	19.1	12.0	13.4	14.1	8.0	18.3
5. I transferred from a four-year private college.	36	8.0	11.3	6.9	10.2	6.5	4.0	11.0
205. For Transfer Students Only: Indicate which comes closest to your most important reason for transferring to UNC-G. (Choose only one)	(N-186)		(N=64)	** (N=122)	(N=82)	(N=105)	(N=74)	*** (N=111)
1. I graduated from a two-year school.	71	38.2	39.1	37.7	32.9	42.9	55.4	27.9
2. I changed my major.	33	17.7	7.8	23.0	15.9	19.0	21.6	14.4
3. I wished to attend a less expensive school.	14	7.5	9.4	6.6	7.3	7.6	6.8	8.1
4. I could no longer continue because of low grades.	1	0.5	1.6	-	-	1.0	0.0	0.9
5. UNC-G is closer to my home.	31	16.7	14.1	18.0	20.7	13.3	1.4	27.0
6. I wanted to be further away from home.	4	2.2	4.7	0.8	3.7	1.0	0.0	2.7
7. I wanted to be part of a larger college.	3	1.6	-	2.5	3.7	-	0.0	2.7
8. I was dissatisfied at my former college.	13	7.0	14.1	3.3	9.8	4.8	8.1	6.3
9. I wanted to attend what I considered a better university.	16	8.6	9.4	8.2	6.1	10.5	6.8	9.9

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	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
206. Excluding medical reasons or total withdrawal from UNC-G for a given term, from how many courses have you withdrawn without penalty (received a WP) after the first four weeks of classes?	(N=449)		(N=115)	(N=333)	(N=187) *	(N=263)	(N=129)	(N=163)
0. None	155	34.5	21.7	39.0	27.3	39.9	56.6	58.9
1. One	171	38.1	39.1	37.9	35.8	39.5	27.9	20.9
2. Two	70	15.6	20.9	13.8	19.9	12.5	9.3	16.6
3. Three of four	38	8.7	14.8	6.3	12.8	5.7	3.1	2.5
4. Five or six	8	1.8	1.8	1.8	2.8	1.1	0.8	0.6
5. Seven or eight	2	0.4	-	0.6	1.1	-	1.6	0.6
6. Nine to eleven	3	0.6	0.9	0.6	-	1.1		
7. Twelve to fourteen	-	-	-	-	-	-	-	-
8. Fifteen or more	1	0.2	0.9	-	0.5	-	0.8	0.0
207. Please rate the effectiveness of your classroom preparation for your student teaching experience as....	(N=409)		(N=110)	** (N=299)	(N=170) **	(N=240)	(N=179)	(N=226)
1. Not applicable	278	68.0	83.6	62.2	78.2	60.8	65.9	70.4
2. Highly effective	34	8.3	5.5	9.4	5.3	10.4	9.5	6.6
3. Somewhat effective	58	14.2	6.4	17.1	10.0	17.1	12.8	15.5
4. Uncertain	10	2.4	2.7	2.3	0.6	3.8	2.8	2.2
5. Somewhat ineffective	21	5.1	0.9	6.7	4.1	5.8	7.3	3.1
6. Highly ineffective	8	2.0	0.9	2.3	1.8	2.1	1.7	2.2

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** ≤ .01
*** ≤ .001

	UNC-G TOTAL		SEX		SCHOOL		RESIDENCE	
	N	%	MALE %	FEMALE %	ARTS & SCIENCES %	PROF. SCHOOLS %	DORM %	TOWN %
208. Please indicate which of the following would have increased the effectiveness of your classroom preparation for your student teaching experience:	(N=126)		(N=18) *	(N=108)	(N=33)	(N=93)	(N=61)	(N=62)
1. More research findings	1	0.8	5.6	-	-	1.1	0.0	1.6
2. More theory	6	4.8	11.1	3.7	-	6.5	6.6	3.2
3. More field experience	94	74.6	66.7	75.9	78.8	73.1	75.4	74.2
4. More discussion of classroom problems	25	19.8	16.7	20.4	21.2	19.4	18.0	21.0
209. Based upon your student teaching experience, please indicate which of the following should be emphasized more prior to student teaching:	(N=125)		(N=18)	(N=107)	(N=37)	(N=88)	(N=59)	(N=63)
1. Growth and development	4	3.2	5.6	2.8	5.4	2.3	5.1	1.6
2. Classroom management procedures	68	54.4	66.7	52.3	56.8	53.4	52.5	55.6
3. Curriculum	9	7.2	5.6	7.5	10.8	5.7	6.8	6.3
4. Methods	34	27.2	22.2	28.0	18.9	30.7	23.7	31.7
5. Content areas	10	8.0	-	9.3	8.1	8.0	11.9	4.8

Chi Square = * $\leq$ .05
** $\leq$ .01
*** $\leq$ .001